

*Can Title IX do for women in science and engineering
what it has done for women in sports?*

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Science and engineering (S&E) departments need more women as faculty—and not only to show their undergraduate students (the majority of whom in some disciplines are now women) that a career in academia is a viable path. The recalcitrance of too many of our research universities toward diversifying their faculty is a national disgrace in that these universities have recognized the importance of a diversified student body but have not yet reflected that pool of talent onto their faculty. Similar difficulties are apparent among the staff of National and Federal laboratories. Self-reform is not getting it done, and is especially frustrating in light of the historic opportunity to change the demographics as scientists and engineers hired in the boom years of the 1960s retire. Yet applications from women for advertised faculty positions in S&E departments rarely match the numbers of women who are granted S&E Ph.D.s. The disproportionate absence of women who have chosen not to enter the applicant pool warns that an unhealthy environment exists in U.S. S&E departments and institutions. Some external drivers that might rouse the stewards of the current S&E&T structures from their passivity include activism that spans actions by the individual to mechanisms to apply Title IX, whereby Federal or foundation-derived funds and resources would be withheld from undiversified departments. It is past time that women thrive, not just survive in their career homes. Practical, achievable goals to improve the environment include aggressively recruiting good women candidates for faculty and staff openings, fairer evaluation of the contributions and productivity of candidates and faculty who are women, ensuring on-campus day care, career-long mentoring, and really rewarding the good teacher/scholars because of how they guide and challenge their students. It is not coincidental that these suggestions help men, too.