

DR. MARGARET E. MADDEN

Potsdam, NY 13676
15 March 2015

Western Connecticut State University
Presidential Search Committee
wcsupres@agbsearch.com

Dear Search Committee:

Please consider this application for the position of President at Western Connecticut State University. I have been Provost and Vice President of Academic Affairs at the State University of New York at Potsdam since 2002 after a career progressing from full-time faculty member in a psychology department to increasingly responsible academic administration positions. At this stage in my professional and personal life, I am prepared to take the next step. My career has been intentionally at liberal arts and comprehensive institutions whose clear mission is teaching, which is an appealing feature of Western Connecticut State University and my current position is at a regional public college that is part of a state System, of a size and program mix similar to Western Connecticut. Your focus on providing access to higher education for state residents, delivering excellent and cost-effective education, commitment to strong liberal arts and professional programs, and the high quality of your programs, faculty, and staff are attractive to me.

My administrative style is highly collaborative, with a focus on harnessing the strength of shared faculty and student governance. I strive to encourage faculty and staff members to create innovative, often interdepartmental, solutions to problems. I enjoy collegial relationships with faculty and staff collective bargaining units. At Potsdam, I have been fortunate to work with deans, directors, and faculty both to enhance programs for students and to develop policy and procedures to support faculty and staff members. Because I view leadership as fostering collaborative efforts, I am somewhat uncomfortable taking credit for accomplishments from my twelve years at SUNY Potsdam, knowing that numerous people implemented everything I describe in this letter. Therefore, it is important for me to acknowledge that, while I can immodestly claim to have guided these efforts, none would have been successful without others' work and in some cases certain individuals deserve most of the credit for completing what I championed. That being said, you will not get a good sense of my values and leadership style unless I describe specific activities I have led.

I believe that institutions run best when there are clearly articulated strategic planning processes, with goals identified by units within the institutions and connections to resource allocation decisions. Strategic planning at the campus level will clearly be important for Western Connecticut's participation in the Board of Regents' *Transform CSCU 2020* plan. I completed the College's first-ever Academic Master Plan a few years ago, with opportunity for much input from the campus community. I have been forceful in my efforts to establish clear strategic directions and communicate them within my own area of academic affairs and to the college more broadly.

Another effort which is indicative of my management style involves establishing planning processes and metrics for evaluating departments. The mindset derived from my social psychology background underlies my desire to make decisions based on data and evidence as much as possible. Early in my years at Potsdam, I worked with the institutional research office to develop metrics to look at academic programs, including indices such as number of majors, student-faculty ratio and average class sizes. Ongoing use of these data promotes a climate of continuous improvement. When the recent economic situation forced us to look carefully at our use of resources, these measures proved very helpful. I supplemented them with qualitative criteria such as programs' relation to the college's mission, distinctiveness and connections to other programs like general education for a systematic review of every academic program on campus. My focus at SUNY Potsdam has been to strengthen programs and promote student success. We developed a comprehensive academic program review process, including fully developed academic outcomes assessment plans. There has been a significant change of culture in my time at Potsdam, with much greater appreciation for the value of measuring learning outcomes. While this focus was

mandated by SUNY System and accrediting bodies, acceptance at the campus level has been a local accomplishment.

The SUNY System has recently been promoting cooperation and “shared services” among its institutions and I have been active in developing relationships with other colleges to that end. We have created an Institute for Arts, Sciences and Technology with a nearby technical college, SUNY Canton, in order to create joint academic programs whereby the resources of one college can enhance the offerings at the other. For example, SUNY Potsdam offers a minor in Environmental Technology composed of classes taught at Canton that is available to our geology students to give them practical skills that enhance their theoretical science major. Potsdam and Canton are also sharing back office functions such as human resources, purchasing, and environmental health and safety, which creates efficiencies and offers more robust service in these areas. Having been immersed in discussions of collaboration among SUNY campuses, I have a great many ideas about how the system can promote mutually advantageous cooperation among campuses and would welcome the opportunity to work with other campus presidents on such initiatives.

I have considerable experience with government relations and SUNY System offices. As you know, SUNY is a very large system. As Provost, I am the primary contact for all matters related to academic programs. I have met with state and federal legislators to promote Potsdam projects numerous times and report regularly to Potsdam’s local College Council, as well. I was very involved in advocacy for legislative appropriation of the funding for the 55 million dollar Performing Arts Center we opened last spring. I have often served on System-wide task forces and I am currently a member of board that advises the New York State Commissioner of Education. In addition to meeting with regional legislators on my campus, I have participated in numerous advocacy visits to state and federal legislators on behalf of college issues, as well as healthcare and psychology issues in my roles on hospital boards and American Psychological Association boards.

I oversaw the department of Computing and Technology Services for a decade during which we enhanced our learning management system and began offering online and hybrid classes. I work closely with the Teaching and Learning with Technology Roundtable, a representative group of faculty and professional staff that reports to me and makes recommendations on matters related to instructional technology. Last year I led a task force that reviewed the College’s readiness to deliver programs online using the Sloan criteria, so I am very familiar with elements of high quality online education. Through an incentive program I developed to encourage faculty to develop online courses, the College has gone from no online courses to a substantial number of offerings with focus on courses for our own matriculated students in summer school, which is appropriate for the mission of this particular college. Hybrid courses are especially effective for adult learners at our Extension Center in Watertown, New York. I was gratified to be able to reinforce this effort by working with a donor who endowed an annual distance learning teaching award. In addition, we have done a great deal to improve academic classrooms. Many have been renovated, more than fifty have been equipped with projection and other instructional technology, and new furniture was purchased for the first time in several decades.

Particularly in challenging economic times, stewardship of college resources must be a high priority. In budgeting, I strive for strategic models of distribution of resources and worked with the deans to develop models that could be used to look at the allocation of operating budgets for departments and schools, release time for department chairs, and the distribution of equipment funds. In that way, we have been able to reallocate funds as enrollments fluctuate among programs or new revenue has been available. As with planning, being able to articulate clearly the criteria used to allocate resources and communicate with interested constituents is important to me. While a department may not agree with such decisions, decision making should be transparent and the rationale for decisions ought to be explained thoroughly.

While my role in fundraising has not been as central as it must be for presidents, I have participated in fundraising activities of all types in various capacities, and have been very involved in building relationships with alumni and other prospective donors. SUNY Potsdam is in its third capital campaign and, in the last decade, has evolved an advancement operation that is highly sophisticated for a public college. I believe that my prior experience at private institutions contributed to that evolution, but I have also learned a great deal from working with high quality advancement officers. Although Potsdam is one of the smallest SUNY comprehensive colleges, we have the highest rate of alumni giving and the second largest endowment per student in that group. Annual giving last year exceeded five million dollars. I have participated in the cultivation of numerous six- and seven-

figure gifts, donations supporting academic programs or scholarships. I enjoy speaking with alumni and other potential donors about how they might support the wonderful things happening at their college. It's easy and fun to sell people on giving back to an alma mater they love, as I know is the case for Western Connecticut alumni.

I have facilitated numerous initiatives to enhance retention by promoting student success and I hope to find a position at a college which holds the student experience and fostering a student learning community central to its mission, as is the case at Potsdam. Among initiatives here that have enhanced student life are reorganization and expansion of student academic services in a coordinated Student Success Center and improved academic advising structures; implementation of a web-based degree audit system that has enhanced advising substantially; reorganization of the international studies office with significantly expanded services to international students; and revision of the merit scholarship program to leverage resources better. The student development research literature clearly shows that engagement with faculty and staff are among the most powerful factors related to student retention. At Potsdam we are striving to assure that every student has at least one high impact, individualized experience such as internships, student-faculty research, practica in the field, and senior capstone experiences. Research shows that these kinds of activities are especially powerful for underrepresented groups, which is confirmed by our experience at Potsdam.

The student success initiative that has been most transformational at SUNY Potsdam is enhancement of high impact experiential and active learning. Potsdam has had a century-long history of attention to individual students and experiences such as learning communities. Six years ago the College received a 1.6 million dollar grant through the Title III Strengthening Institutions program to infuse undergraduate research throughout the curriculum. While the program director and others who are implementing the grant deserve all the credit for its effect, I take some ownership for receiving it, as I wrote the narrative for the successful proposal and have championed it in many ways. To further support this tradition, I was able to work with development officers to direct half of a million dollar donation to an endowed fund to support undergraduate students working with faculty members on research. I believe that this initiative has enhanced the college's reputation and promotes an identity for programs in the liberal arts disciplines that distinguishes them from programs offered at other institutions.

Students' engagement in cocurricular and recreational activities is also important for their holistic development. Western Connecticut's robust array of options for students is impressive. Intercollegiate athletics aids developing a sense of community, along with benefiting the student athletes in a scholar-athlete model. Division III athletic participation helps students develop leadership, time management, and other skills that support their overall development.

I oversaw admissions and financial aid at SUNY Potsdam for many years and was highly involved in decisions to expand recruitment beyond our region in anticipation of the declining numbers of high school graduates. This has enabled SUNY Potsdam to maintain the size of first-year and transfer classes and diversify our student body despite economic and population declines. Directed recruitment in urban areas has tripled enrollment of ethnic minority students. Boosting enrollments can also be done by adding new programs. In my time at Potsdam we have added new degrees that have attracted new undergraduates such as Bachelor of Science degrees in biology, chemistry and computer science, Bachelor of Fine Arts degrees in studio art and creative writing, and a number of very popular interdisciplinary programs such as biochemistry and environmental studies. We have also added the Master of Science degree and the Advanced Graduate Certificate to our graduate programs.

Promoting and supporting diversity has been a focus of my scholarly work in psychology and at every institution where I worked. I participated in a college-wide committee that developed a comprehensive plan to address recruitment, retention, and campus climate issues on and off campus and I worked to increase curricular offerings related to diversity issues, making the campus more appealing to faculty members and students from underrepresented groups. For example, I wrote a successful application for a grant from SUNY System Administration to bring in experts to hold six workshops for faculty in disciplinary clusters to help them integrate diversity issues into courses.

Regional public institutions have a particular mission to promote the well-being of their region. Furthermore, state higher education systems have an obligation to meet the workforce needs of business and other organizations. I have worked with departments to develop advisory boards comprising alumni and others who are

leaders in their industries to assist them in curriculum development. I would expect to spend substantial time on strengthening relationships with industry and civic leaders to explore new programs and instructional delivery modes to prepare undergraduate and graduate students to support workforce needs and promote entrepreneurial activities that involve community and university collaboration.

Another way to support business and community is through deploying students in activities such as service learning, an interesting component of your curriculum. In addition, encouraging faculty and staff members to apply their expertise beyond their campuses is important and I value being part of an institution that takes that commitment seriously. Personally, I have been very active as a member, and now chair, of the regional hospital Board. I'm proud that there's not a governmental or nonprofit agency in our community that has not benefitted from participation by Potsdam's students and employees and was pleased to see that identified as a priority in your Presidential prospectus.

I have worked hard to improve faculty and staff work life at Potsdam in a number of ways. Over the years I have been at the College, we have supported significant faculty development efforts in regard to technology usage in administration and instruction, outcomes assessment, diversity issues, and grant writing. I instituted a year-long New Faculty Seminar series to introduce new faculty to resources and discuss issues that will help them be successful at the College. Prior to my arrival at Potsdam, a task force on the status of women had prepared a report that outlined a number of serious concerns which I addressed systematically for several years, *e.g.*, salary equity issues, family leave policies, and opportunities for advancement in administrative roles. These improved the climate for all faculty, but had special relevance for women and ethnic minority faculty members.

I believe strongly in the importance of service to one's profession and community and feel it is important to be a model for students and faculty and staff. For many years I was involved in the leadership of a division of the American Psychological Association, the Society for the Psychology of Women. I tried to represent the voice of psychology faculty members at comprehensive institutions and when I was President of the Society in 2005, one of my task forces looked at the experience of faculty members at teaching-intensive institutions. Since then I became involved in APA-wide governance and in 2011 was Chair of APA's Board of Educational Affairs, which recommends policy on psychology education matters from K-12 through postdoctoral continuing professional education. Through my work in APA, I attended several trainings on government advocacy and visited federal legislators on behalf of psychology. This has proved applicable in government relations work I have done for SUNY Potsdam and the Canton-Potsdam Hospital Board, which I currently chair.

I hope that these examples illustrate what I would bring to a presidency: strategic, clearly articulated planning, decision making and budgeting processes; collaboration and a strong belief in the importance and power of shared governance; leadership roles in working with donors, alumni, and organizations to generate financial support; considerable experience with the myriad of personnel issues requiring compassionate and firm decisions; the conviction that the education of students is central to the collegiate mission, accomplished through strong support for faculty members so they can be effective teachers and models of scholarship and creative work in their disciplines and for staff members' continued development of expertise in their professional areas; experience at a range of private and public institutions with a principle focus on the teaching of undergraduates and entry-level professional programs; and a life-long devotion to higher education's mission to improve the lives of students. I believe that my experience prepares me well for the Presidential priorities at Western Connecticut State University, outlined in your recruitment materials. I hope to have the opportunity to speak with you further about this position. For reasons I am certain you will understand, I would appreciate that my application is kept confidential. I have provided the names of references whom you may contact, but ask that you not contact anyone else at SUNY Potsdam before discussing it with me.

Sincerely,



Margaret E. Madden, Ph.D.

ADMINISTRATIVE CURRICULUM VITAE

Margaret E. Madden

October 2014

CONTACT INFORMATION

Mailing Address: .
Potsdam, NY 13676

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PROFESSIONAL POSITIONS

2002-present State University of New York at Potsdam

Provost and Vice President for Academic Affairs and tenured Professor of Psychology

Oversee Deans of Arts & Sciences, Crane School of Music, and Education & Professional Studies; Directors of Libraries, Extended Education, Registrar, General Education, Research and Sponsored Programs, the Potsdam Institute for Applied Research; and the Associate VP, who oversees student academic support services and college-wide interdisciplinary academic programs. Work closely with Enrollment Management VP on retention efforts and with the Advancement staff on fundraising initiatives that benefit academic programs, including meetings with selected donors. In prior organizational structures, have also supervised Computing and Technology Services, Admissions, Financial Aid, Institutional Research, and the Center for Lifelong Education and Recreation. College has approximately 260 FTE faculty, 4400 FTE students, and an academic affairs budget of over \$30 million.

February-March 2006 Officer In Charge (Acting President)

Functional acting president of the college, with full authority, during period between departure of past president and starting date of identified next president.

KEY ACCOMPLISHMENTS AT SUNY POTSDAM

College-wide Activities

- Leading development of the SUNY Institute for Arts, Sciences, and Technology, a joint venture of SUNY Potsdam and SUNY Canton.
- Overseeing and facilitating ongoing efforts to enhance sharing of services with other SUNY campuses. Have integrated some functions in information technology, library technical services, and advising of military students with those at SUNY Canton.
- Facilitated very successful Middle States accreditation visit (2012) and prepared required follow-up Monitoring Report (2014). Prepared Middle States Period Review Report (2006).
- Coordinated strategic planning Mission Review with SUNY System Administration (2006).
- Assisted with program study for a new 55 million dollar Performing Arts Building.

- Restructured community education and other regional service programs.
- Participated in developing comprehensive strategic plan for diversity issues in all areas of the college.
- Revised policies regarding human subjects, animal care and copyright.
- Participated in revision of the merit scholarship program to leverage resources better.
- Participated in implementation of optional SAT/ACT scores for admissions.
- Co-coordinated successful retention efforts; facilitated development of sophomore retention program.

Within Academic Affairs

- Oversaw maintenance of high quality academic programs and student support services during a very difficult fiscal downturn (25% reduction in operating budget).
- Office oversaw revisions of every teacher certification curriculum in the college, including the notable music education program, and numerous programs in other schools and shepherded their approval through SUNY System Administration and the New York State Department of Education.
- Encouraged additions of several new interdisciplinary major programs and new graduate programs and shepherded their approval through SUNY System Administration and the New York State Department of Education.
- Assisted General Education Committee in revising and streamlining the General Education Requirements.
- Facilitated revision of programs for SUNY Seamless Transfer Initiative.
- Developed a comprehensive academic program external review process, including academic outcomes assessment plans.
- Worked with the institutional research office to develop metrics to examine academic programs, such as indices of number of majors, student-faculty ratio and average class sizes.
- Systematically reviewed every academic program on campus with quantitative indices and qualitative criteria such as program's relation to the college's mission, distinctiveness, and connections to other programs such as general education.
- Completed the College's first-ever Academic Master Plan with significant input from the campus community.
- Worked with the deans to develop models for distribution of operating budgets for departments and schools, release time for department chairs, and equipment funds.
- Supported significant faculty development efforts in regard to technology usage in administration and instruction, outcomes assessment, diversity issues, and grant writing.
- Instituted a year-long New Faculty Seminar series to introduce new faculty to resources and discuss issues to facilitate their success at the College.
- Obtained funding for workshops for faculty to integrate issues of diversity into courses.
- Instituted an incentive program to encourage faculty to develop online courses.
- Facilitated enhancement of high impact experiences (defined by AAC&U, <http://www.aacu.org/leap>).
 - Obtained 1.6 million dollar grant through the federal Title III Strengthening Institutions program to infuse undergraduate research throughout the curriculum.
 - Worked with development officers to establish a \$450,000 endowed fund to support faculty-mentored undergraduate research.
 - Obtained a \$40,000 donation from Lockheed Martin Corp. and \$10,000 from a private donor to develop an innovative program integrating STEM disciplines with the arts to develop creative problem solvers in the sciences.
 - Developed assessment of proportion of students participating in highly individualized academic experiences.
- Systematically implemented recommendations of Task Force on the Status of Women, addressing salary equity issues, family leave policies, opportunities for advancement in administrative roles, and other issues.

- Systematically enhanced instructional technology in classrooms and elsewhere and rehabilitated classrooms, labs, and studios.
- Reorganized and considerably expanded student academic services in a coordinated Student Success Center and improved academic advising structures.
- Created position to coordinate benefits and services for veterans, active military, and their dependents
- Facilitated implementation of a web-based degree audit system to enhance advising.
- Reorganized the international studies office' significantly expanded services to international students.
- Led review and enhancement of winter, summer, and extension center programs.

DEVELOPMENT AND FUNDRAISING

- Accompany development officers on visits to donors several times per year.
- Meet with key alumni donors at reunions and hosted campus visits.
- Facilitate connecting donors with deans and faculty members aligned with their interests.
- Correspond with donors about programs of interest to them.
- Participate in writing proposals to donors and institutional grants.
- Contributed significantly to authorship of successful program proposals:
 - Grant: US Department of Education Title III Strengthening Institutions Grant: Integrating Undergraduate Research throughout the Curriculum (\$1.6 million over 5 years) (2009-2014)
 - Donation: Lockheed Martin Corporation, Rethinking STEM Education: An Interdisciplinary STEAM Curriculum (expecting \$90,000) (2014)
 - Donation: Gail and Richard Stradling Technology Endowment for The Crane School of Music (\$380,000)(2013)
 - Grant: SUNY System Administration "Infusing diversity across the curriculum" (\$10,000) (2010)
 - Grant: "Rethinking STEM Education: An Interdisciplinary Approach" Lockheed Martin (\$40,000)(2012)
 - Federal appropriation: Center for Math and Science Education (\$97,000) (2008)
 - Donation: Endowment for Kilmer Undergraduate Research Fund (\$450,000) (2008)
 - Donation: Endowment for Annual Russell Distant Learning teaching award (\$20,000) (2008)
 - Federal appropriation: for pilot program "Teach Music in NYC" (\$546,425) (2004-2007)
- Endowing Campaign Leadership Gift at SUNY Potsdam, the Margaret E. Madden and Thomas J. Sokol Endowment for Undergraduate Research (2013-present)

GOVERNMENT RELATIONS

- College advocacy in Washington, DC: Accompanied SUNY Potsdam President in visits to Senators and Representatives several times; represented College at SUNY Day April 2014.
- Participated in hosting visits of NY state legislators to campus several times.
- American Psychological Association federal advocacy: Met with Senators and Representatives several times to discuss funding of psychology programs on behalf of APA (2005-2011).
- Canton-Potsdam Hospital advocacy: Met with NY Senate and Assembly Members to discuss possible changes in NY state health-care law (2011, 2012).

1999-2002 Long Island University, Southampton and Brookville, NY

2001-2002 University Dean for Learning and Technology and Professor of Psychology

Prepared in-depth proposal to the Board of Trustees on distance learning and use of learning technologies for delivery of distance learning at Long Island University.

1999-2001 Dean of Academic Affairs of Southampton College and tenured Professor of Psychology

Oversaw a FTE faculty of 106, 74 of whom were full time, for a residential campus with enrollment of approximately 1500 undergraduate and master's level graduate students with lead programs in marine and environmental science, psychobiology, writing, and fine arts. In addition to routine management duties, instituted an academic planning process, systematic student evaluation procedures, a year-long new faculty workshop series, faculty research presentations, program evaluations, and conformity with FERPA regulations. Instructional budget totaled \$8.5 million.

1993-1999 Lawrence University, Appleton, WI

1998(Jan.-Aug.) Acting Dean of the Faculty and Professor of Psychology

Appointed Acting Dean of the Faculty after the sudden death of the previous Dean of the Faculty. As chief academic officer of the university, oversaw a faculty of 130, including 24 undergraduate departments and a Conservatory of Music. Supervised the Deans of the Conservatory, Academic Support Services and Off-campus Programs, as well as Directors of Athletics, the Library, and Instructional Technology, and the Registrar. Directed all budgeting, personnel, and governance activities of those entities.

1993-1999 Associate Dean of the Faculty and Professor of Psychology

Assisted Dean of the Faculty with most duties; chaired the Committee on Instruction and Sexual Harassment and Sexual Assault Resource Board, reaccreditation self-study steering committee, and a Task Force on Faculty and Staff Development; served as Grants Program Administrator; sat on committees for Computer Project Management, the Computer Services Department, faculty Instructional Technology, Secondary Education Certification, and New Science Building; attended meetings of the President's Staff; coordinated faculty attendance at meetings of external organizations, annual student symposium in humanities and social sciences, fourth-year pretenure review of faculty members, office data collection and report preparation, and the move of academic departments into new social sciences and mathematics building; assisted department chairs with departmental program reviews and student academic outcomes assessment plans; analyzed student evaluation data for faculty Tenure Committee; and taught one course per year in psychology.

1982-1993 Franklin Pierce College, Rindge, NH

1990-1993 Professor of Psychology

Taught 4 courses per semester; co-directed institutional research, 1986-1991; coordinator of Portfolio Assessment and Senior Core Course, 1992-1993; Vice President of the Rindge Faculty Federation, the Franklin Pierce College faculty union, 1993.

1991(Jan.-July) Acting Chair, Division of Behavioral Science

Sabbatical replacement for chair, supervised 4 departments with 13 faculty members; taught 3 courses.

1986-1990 **Assistant to the Vice President of Academic Affairs and Associate Professor of Psychology**

Directed institutional research and oversaw administration of Computer Studies Department and Summer School; assisted with most other aspects of the V. P.'s job, including academic programming and policies, budgeting, student services problems; taught two-three courses per semester. In 1986-88, co-chaired process and co-edited report of College *Self-Study* for reaccreditation.

1982-1986 **Assistant Professor of Psychology**

Taught four or more courses per semester; chair of the Curriculum Committee, 1984-86; member of the Academic Standards Committee, 1990, and Life Experience Advancement Review Board, 1985-1993; coordinator of the Elderhostel Summer Program, in which also taught Psychology of Sex Roles and Health Psychology, 1985-1986.

EDUCATIONAL BACKGROUND

- Ph.D.** 1982 University of Massachusetts, Amherst
Degree: Psychology
Major area: Social Psychology
Minor areas: Interpersonal relationships and attributions
- M. S.** 1979 University of Massachusetts, Amherst
Degree: Psychology
Major area: Social Psychology
- B. A.** 1975 University of Wisconsin, Madison
Major: Psychology

Postdoctoral Education

- 2013-14 Executive Leadership Academy, American Academic Leadership Institute
2012 Harvard Graduate School of Education, Institute for Educational Management
2007-2008 Leadership Workshop for Senior Administrators in SUNY, Rensselaerville, NY
2005-2011 Federal Advocacy Training, American Psychological Association (4 workshops)
2004 Development for Deans Conference, Council for the Advancement and Support of Education, Montreal
2001 Creating a Web-Enhanced or Online Course (40 hour workshop), Long Island University
1989-1990 Management Institute, Higher Education Resource Services, Wellesley College

PROFESSIONAL AND COMMUNITY LEADERSHIP

- **New York State Department of Education State Professional Standards and Practices Board for Teaching**, Member, 2012-present; Chair, Subcommittee on Higher Education, 2014-present
- **Chair, Board of Directors, Canton-Potsdam Hospital**, Potsdam, NY; Chair, 2011- present; Vice-chair, 2007-2011; Co-chair, Search Committee for CEO, 2007; Member, 2004-present
- **Vice Chair, Board of Directors, St. Lawrence Health Systems**, 2014-present
- **Board of Managers, North Country Healthcare Providers**, member, 2011-present
- **Chair, Chief Academic Officers of the Associated Colleges of the St. Lawrence Valley**, 2009-present
- **Chair, Board of Educational Affairs, American Psychological Association**. Chair, 2011; Member, 2009-2011
- **Chair, Education Leadership Conference**, American Psychological Assoc., Washington, DC; 2011
- **Chair, SUNY Chief Academic Officers Association** Chair, 2006-2007; Executive Committee Member, 2005-2010
- **President** (and –elect and past), **Society for the Psychology of Women** (Division 35 of the American Psychological Association); Co-chair Publications and Products Committee (2002-2005)
- **Chair, Board of Directors, Women's Crisis Services, Keene, NH**; Chair, 1992-1993; Vice-Chair, 1991; Chair of Education Committee, 1989-1991
- **Board of Directors, Project Bridges Daycare and Preschool, Inc., Appleton, WI**; 1998-1999

GRANTS AND AWARDS

- Sue Rosenberg Zalk Award for Distinguished Service to the Society for the Psychology of Women (Division 35 of the American Psychological Association); 2008
- Elected to Membership in Omicron Delta Kappa, National Leadership Honor Society; 2004
- Elected Fellow of the American Psychological Association; 1997
- Lawrence University faculty research grants to support research on reproductive events; 1993-1996
- Grant from the Jaspur and Marion Whiting Foundation for project entitled "The life course of reproductive events"; 1991-1992
- Sears Foundation Teaching Excellence Award; 1991
- Voted Faculty Member of the Year by the Faculty of Franklin Pierce College; 1986
- Grant entitled "Psychological reactions to miscarriages," NIMH, ADAMHA Small Grants Program; 1984-1986
- Received Behavioral Science faculty merit award, Franklin Pierce College; 1983
- Distinguished Teaching Associate Award, 1979-1980, received from the Council of Undergraduate Students in Psychology, University of Massachusetts, Amherst; 1980
- Recipient of NIMH Experimental Training Grant; 1977-1978

SELECTED PROFESSIONAL SERVICE

New York State: Department of Education and SUNY System

- Member, New York State Department of Education State Professional Standards and Practices Board for Teaching; 2012-present
- Member, Leadership Committee for SUNY Research Foundation Network of Excellence for Arts and Humanities, 2014-present
- Member SUNY Advisory Committee on SUNY Assessment Initiative; 2009-2010
- Member SUNY Budget Task Force; 2009-2010
- Member SUNY Provost and Vice Chancellor Search Committee; 2009-2010
- Advisory Task Force on Honors Programs, State University of New York; 2004-2005
- Task Force on Off-campus Instruction, NY State Department of Education; 2003-2004
- Member SUNY Advisory Committee to Governor's Commission on Higher Education; 2007-2008
- Presentation, Academic Standards Committee of the SUNY Board of Trustees, "Programs to Facilitate the Transition to College." New York City, NY; 2006
- Presentation, SUNY Chief Academic Officers. "Programs to Facilitate the Transition to College" Sponsored by Office of the Provost and Vice Chancellor of SUNY, Albany, NY; 2007

Regional Accreditation

- Middle States Commission on Higher Education; Reaccreditation Visiting Team Member for Millersville University and West Chester University; 2010-2011
- Middle States Commission on Higher Education, Periodic Program reviewer for California University (PA) and Loch Haven University; 2008
- Consultant-Evaluator, North Central Association of Schools and Colleges, Commission on Institutions of Higher Education. On visiting teams for three colleges: Augustana (IL), Missouri Baptist, Hendrix; 1995-1999

American Psychological Association

- Board of Educational Affairs, American Psychological Association; 2009-2011. Chair, 2011; Board liaison to Psychology Teachers at Community Colleges; 2009-2010
- Member, American Psychological Association's Introductory Textbook Diversity Guidelines Task Force; 2000-2002
- Member, Joint APA Division 35/2 Task Force Enhancing the College Experience: Helping Students Thrive; 2000-2002
- Member, Committee on Secondary and Undergraduate Education, APA Division 2 (Teaching of Psychology); 1992-1993

Society for the Psychology of Women (American Psychological Association Division 35)

- President (and –elect and past); 2002-2005
- Co-chair Strategic Planning Task Force; 2004-2010
- Various years served as Parliamentarian; Chair Sue Rosenberg Zalk Awards Committee; Reviewer for F.L. Geis Memorial Award; Co-chair Publications and Products Committee; 2004-2008
- Treasurer; 1993-2003
- Participant, National Conference on Feminist Training and Practice, Boston College; 1993
- Secretary; 1991-1993
- Various roles: Membership Chair; convention program reviewer; chair of convention paper session; Liaison to APA's Board for Social and Ethical Responsibility in Psychology; Reviewer of programs for the National Multicultural Conference and Summit; Co-Chair, Task Force on Representation in the Curriculum; 1988-1998

SELECTED COMMUNITY PRESENTATIONS AND WORKSHOPS

- Panelist, Women's Leadership Program, SUNY Potsdam, 2014
- Panelist, Student Achievement Institute, New York State School Board Association, Lake Placid, NY; 2014
- Faculty Fellow, Bowman Residence Hall, SUNY Potsdam; 2002-2010
- Guest sermon entitled "Convergences: Psychology, politics, and UU Principles." Unitarian Universalist Church, Canton, NY; 2008
- Leader of review sessions for Advanced Placement Exam in Psychology, Potsdam High School; 2008
- Panelist, Four College Forum on the Status of Women, St. Lawrence County, NY, AAUW Branch; 2005
- Numerous workshops and presentations at SUNY Potsdam: Workshop on "Keeping Motivated as a Leader," for Student Resident Advisors and Mentors; Keynote speech at Annual Emeriti Luncheon; workshop for PLACES, Student leadership training, "Qualities of Effective Leadership;" Guest Lectures in college courses, e.g., on "Gender and Higher Education Administration," "The Role of Mission Statements in Higher Education Planning," "Date Rape and Self-Defense", and "Socialization and Self Defense" (with T. Sokol); presentations on self defense in residence halls (with T. Sokol); 2002-2011
- Numerous presentations at Southampton College, Long Island University, e.g., presentation in residence hall on "Self-Defense." (with T. Sokol); Talk at Center for Creative Retirement on "Distance Learning,;" Guest lectures on "Management in Higher Education," "Gender and Marital Roles," "Feminist Psychology," "Gender Differences," "Psychological Myths and Homosexuality," "Sexuality,;" Workshop for Cultural Diversity Weekend "Diversity in the Curriculum,;" 1999-2002
- Numerous presentations at Lawrence University: on sexual harassment and sexual assault policies for student, staff, and faculty groups; Gender Studies Workshop on Integrating Sexuality into the Curriculum on "Psychological research on sexual orientation;" 10-hour course "Self-Defense for Women" (with T. J. Sokol.); paper presented at Gender Studies Faculty Brown Bag Series "Assumptions for a feminist curriculum in psychology;" 1993-1999.
- "Self-defense Techniques." Presentation at Appleton Family YMCA (With T. J. Sokol.); 1996.
- Numerous presentations in southern New Hampshire: For example, "Relationship Violence and Rape" 5-day program for teenagers presented for Women's Crisis Services at Contoocook Valley Regional High School, Peterborough, NH, and TNT Alternative High School, Keene, NH (with B. Nicholson); "Sexual Harassment and Date Rape" presentation for Women's Crisis Services at Dublin School, Dublin, NH (with L. Sullivan); lecture given at Keene State College Founders Day on "Personal Safety and Self-Defense", and at residence halls at Keene State College and Franklin Pierce College. (With T. J. Sokol.); 1985-1993.
- "Women and Self-Defense." 10-hour courses offered at J. R. Roy Martial Arts Studio, Greenfield, MA; Franklin Pierce College; Keene Clinic, Keene, NH; & University of Connecticut, Storrs. (With T. Sokol.) 1985-1993.
- Volunteer Crisis Intervention Worker, Women's Crisis Services, Keene, NH; on-call crisis intervention three nights per month. 1987-1991

TEACHING AND SCHOLARSHIP

Courses Taught

At SUNY Potsdam: Research Methods in Women's and Gender Studies

At prior institutions: Introduction to Psychology, Social Psychology, Developmental Psychology, Physiological Psychology, Psychology of Gender, Introduction to Women's Studies, Theories of Personality, Tests and Measurements, Experimental Social Psychology, Child Psychology, Psychology of Consciousness, Freshman Seminar, American Karate and Self-Defense for Beginners, Psychology as a Social Science, College 101, Research Methods in Psychology

Publications

- Madden, M.E. (2014). Unitarian Universalism and feminist psychology: An intellectual, spiritual, personal, professional journey. In T. Bryant-Davis, A. M. Austria, D. Kawahara, & D.J. Willis (Eds.), *Religion and spirituality for diverse women: Foundations of strength and resilience* (pp.235-252). Westport, CT: Praeger.
- Madden, M.E., Baxter, M., Beauchamp, H., Bouchard, K., Habermas, D., Huff, M., Ladd, B., Pearson, J., & Plague, G. (2013). Rethinking STEM education: An interdisciplinary STEAM curriculum. *Complex Adaptive Systems, Publication 3, Procedia Computer Science 20*, 541-546.
- Madden, M.E. (2011). Gender stereotypes and higher education leadership. *Wagadu: A Journal of Transnational Women and Gender Studies*, 9, 55-88.
- Madden, M.E. (2011). Administrative leadership styles. In Barbara J. Bank (Ed.), *Gender and Higher Education* (pp.323-329). Johns Hopkins University Press.
- Madden, M.E. (2007). Leadership styles. In Barbara J. Bank (Ed.), *Gender and Education: An Encyclopedia, Volume 2* (pp. 669-675). Westport, CT: Praeger.
- Madden, M.E. (2007.) Strategic planning: Gender, collaborative leadership, and organizational change. In J. Chin, B. Lott, J. Rice, and J. Sanchez-Hucles (Eds.), *Women and leadership: Feminist visions and diverse voices* (pp. 192-208). Blackwell Press.
- Madden, M.E. (2007). Strategic planning the feminist way. *The Feminist Psychologist: Newsletter of the Society for the Psychology of Women*, 34(1), 16-17.
- Madden, M.E. (2005). Gender and leadership in higher education. *Psychology of Women Quarterly*, 29(1), 3-14.
- Madden, M.E. (2003). Planning for distance learning: Issues and strategies. *Journal of Behavioral and Applied Management*, 4(3), 254-281. (On line at http://www.jbam.org/Articles/vol4_no3.htm.)
- Madden, M. E. (2002). The transformative leadership of women in higher education administration. In J. DiGeorgio-Lutz (Ed.), *Women in higher education: Empowering change* (pp.115-145). Greenwood Press.
- Madden, M. E. (1999). Recognizing our students: Enhancing inclusion in the psychology curriculum. Pp. 113-126 in M. McCoy & J. DiGeorgio-Lutz (Eds.), *The woman-centered university: Interdisciplinary perspectives*. Lanham, MD: University Press of America.
- Madden, M. E., & Hyde, J. S. (Eds.) (1998). Integrating gender and ethnicity into psychology courses [Special issue]. *Psychology of Women Quarterly*, 22(1).
- Madden, M. E., & Hyde, J. S. (1998). Integrating gender and ethnicity into psychology courses. *Psychology of Women Quarterly*, 22, 1-12.
- Madden, M. E., & Russo, N. F. (1997). *Women in the curriculum: Psychology*. Towson, MD: National Center for Curriculum Transformation Resources on Women. (Also available from ERIC, #ED432979)
- Chin, J. L., Russo, N. F., Bloom, J., Felicio, D., Madden, M., Enns, C. Z., Stiglitz, E., Rozee, P., & Simi, N. (1997). Feminist curriculum development: Principles and resources. In J. Worell & N.G. Johnson, *Shaping the future of feminist psychology* (pp. 93-120). Washington, DC: American Psychological Association.
- Madden, M. E. & Sokol, T. J. (1997). Teaching women self-defense: Pedagogical issues. *Feminist Teacher*, 11(2), 133-151.
- Madden, M. E. (1995). Perceived vulnerability and control of martial arts and physical fitness students. *Perceptual and Motor Skills*, 80, 899-919.
- Madden, M. E. (1994). The variety of emotional reactions to miscarriage. *Women and Health*, 21(2/3), 85-103.
- Madden, M. E., & Sokol, T. J. (1994). Empowering women: A feminist analysis of self-defense courses. *Initiatives*, 56(1), 23-28.
- Madden, M. E. (1990). Attributions of control and vulnerability at the beginning and end of a karate class. *Perceptual and Motor Skills*, 70, 787-794.
- Madden, M. E. (1988). Internal and external attributions following miscarriage. *Journal of Social and Clinical Psychology*, 7(2/3), 113-121.
- Madden, M. E., Woods, S. M., Dares-Hobbs, S., & Collins, J. (1987). Perceived control and student involvement in campus activities. *Journal of College Student Personnel*, 28, 370-371.
- Madden, M. E. (1987). Perceived control and power in marriage: A study of marital decision making and task performance. *Personality and Social Psychology Bulletin*, 13, 73-82.
- Shimabakuro, J., Feldman, R. S., & Madden, M. E. (1985). *Instructor's manual to accompany Feldman: Social Psychology, Theories, research and applications*. New York: McGraw-Hill.
- Janoff-Bulman, R., Madden, M. E., & Timko, C. (1983). Victims' reactions to aid: The role of perceived vulnerability. In A. Nadler, J. D. Fisher, & N. DePaulo (Eds.), *Applied perspectives on help-seeking and receiving* (pp. 21-42). New York: Academic Press.

- Madden M. E. (1982). Perceived control and power in marriage: A study of marital decision making and task performance. *Dissertations Abstracts International* (University Microfilms), 43-08B, 2744.
- Madden M. E., & Janoff-Bulman, R. (1981). Blame, control, and marital conflict: Wives' attributions for conflict in marriage. *Journal of Marriage and the Family*, 44, 663-674. (Abstracted in *Resources in Education*, ERIC/CASS Clearinghouse, University of Michigan.)

Recent Published Reports and Reviews

- Madden, M.E. (2013). Disagreement in feminist psychology. Review of *A Community of Disagreement: Feminism in the University*, by Danielle Bouchard. *Psychology of Women Quarterly*, 37(4), 519-520.
- Madden, M.E. (2011). Advice about teaching jobs at small colleges. *The Feminist Psychologist: Newsletter of the Society for the Psychology of Women*, 38(2), 6,11.
- Madden, M.E. (2010). Transforming the concept of self. Review of *Crossing Borders: International Women Students in American Higher Education*, by Dongxiao Qin. *PsycCRITIQUES—Contemporary Psychology: APA Review of Books*, 55 (2, Article 6).
- Madden, M.E. (2008). Not a simple science: Gendered patterns in mathematics and science careers. Review of *Gender and Occupational Outcomes: Longitudinal Assessments of Individual, Social, and Cultural Influences*, edited by Helen M.G. Watt and Jacquelynne S. Eccles. *PsycCRITIQUES—Contemporary Psychology: APA Review of Books*, 53(34, Article 4).
- Madden, M.E. (2007). Brave new world: Unintended consequences of assisted reproduction. Review of *Everything Conceivable: How Assisted Reproduction Is Changing Men, Women, and the World*, by Liza Mundy. *PsycCRITIQUES—Contemporary Psychology: APA Review of Books*, 52(47, Article 1).
- Madden, M.E. (2007). When are choices not a choice? Review of *Women, Gender, and Technology*, edited by Mary Frank Fox, Deborah G. Johnson, and Sue V. Rosser. *PsycCRITIQUES—Contemporary Psychology: APA Review of Books*, 52(14).
- Madden, M.E. (2006). Can organizations be feminist? Review of *Tales from the Trenches: Politics and Practice in Feminist Service Organization*, by Diane Kravetz, and *The Evolution of Feminist Organizations: An organizational study*, by Diane Metzendorf. *Psychology of Women Quarterly*, 30, 326-328.
- Madden, M.E. (2005, April 27). The best of the psychology of women and gender. Review of *Women and Gender: A Feminist Psychology, Fourth Edition*, by Mary Crawford & Rhoda Unger. *PsycCRITIQUES—Contemporary Psychology: APA Review of Books*, 50(17, Article 17).
- Madden, M.E. (2004). Commencement. *The Feminist Psychologist: Newsletter of the Society for the Psychology of Women*, 31(3), 1-2.
- Madden, M.E. (2004). Afterward to *Women Police: Portraits of Success* by Patricia Lunneborg. New York: iUniverse.
- Madden, M.E. (2004). Visions and values. *The Feminist Psychologist: Newsletter of the Society for the Psychology of Women*, 31(2), 1-2.
- Madden, M.E. (2004). Can strategic planning be feminist? *The Feminist Psychologist: Newsletter of the Society for the Psychology of Women*, 31(1), 1-2.
- Trimble, Joseph E., Stevensen, Michael R., Worell, Judith P., & The APA Commission on Ethnic Minority Recruitment, Retention, and Training Task Force Textbook Initiative Work Group (of which I was a member). (2003). *Toward an inclusive psychology: Infusing the introductory textbook with diversity content*. Washington, DC: American Psychological Association.
- Madden, M.E. (2003). Teaching gender in small departments. *The Feminist Psychologist: Newsletter of the Society for the Psychology of Women*, 30(4), 1-2.

Recent Professional Presentations

- Madden, M.E. (2013, May). Filling the pipeline: the role of undergraduate research. Keynote address, Faculty Colloquium on Engaging Undergraduates in Research and Innovative Scholarship, University at Albany, NY.
- Madden, M.E. (2012, August). Convergence and commitment: Unitarian Universalism and feminist psychology. American Psychological Association, Orlando, FL.
- Madden, M.E. (2012, February). Using undergraduate research for institutional transformation. American Association of State Colleges and Universities, San Antonio, TX.
- Madden, M.E. (2011, September). Education in psychology and psychology in education: Issues from the American Psychological Association's Board of Educational Affairs. Invited talk, School of Education and Professional Studies, SUNY Potsdam.
- Madden, M.E. (2011, August). Introductions for invited addresses by Arthur C. Graesser and Jon Carlson, American Psychological Association Annual Convention, Washington, D.C.
- Madden, M.E. (2010, October). Introduction Joan M. Falkenberg Getman. Educational Leadership Conference, American Psychological Association, Washington, DC.
- Sokol, T.J., Madden, M.E., and Lewis, D. (2010, April). Self-defense training and psychology: A necessary blend for effective instruction. Presentation at Campus Academic Festival, SUNY Potsdam, Potsdam, NY.
- Madden, M.E. (2010, March). Gender differences in leadership. Keynote address via teleconference to International Women's Day Conference at Universidad Autónoma de La Laguna, Torreon, Mexico.
- Madden, M.E. (2009, October). Gender stereotypes of leaders: Do they influence leadership in higher education? Conference on Succeeding as Women in Higher Education, Center for Gender and Intercultural Studies, SUNY Cortland, Cortland, NY.
- Madden, M.E., Trevizan, L., Goodman, J., Whelehan, P., & Catel, M. (2009, October). Task Force on the Status of Women at SUNY Potsdam: Perspectives eight years later. Conference on Succeeding as Women in Higher Education, Center for Gender and Intercultural Studies, SUNY Cortland, Cortland, NY.
- Madden, M.E. (2009, October). Facilitator, Psychology for applied health majors. Educational Leadership Conference, American Psychological Association, Washington, DC.
- Madden, M.E. (2008, March). Panelist for "Feminist faculty in leadership roles." Meeting of the Association of Women in Psychology, San Diego, CA.
- Madden, M.E. (2007, July). Perspectives on the role of gender in leadership. Meeting of the American Association of State Colleges and Universities, Vancouver, BC, Canada.
- Madden, M.E. (2006, November). Panelist for "How faculty are affected by academic freedom." Workshop on "Why is Academic Freedom Controversial?" Associated Colleges of the St. Lawrence Valley, Canton, NY.
- Madden, M.E. (2005, February). Discussant for panel entitled "Developing feminist instructors and curriculum." Meeting of the Association for Women in Psychology, Tampa, FL.
- Madden, M.E. (2004, July). Gender and leadership in higher education. Division Presidential Address at the American Psychological Association, Honolulu.
- Madden, M.E. (2004, May). Invited keynote speech. "Beyond Crossing Borders" Presidential Scholars Luncheon, SUNY-Potsdam.
- Madden, M.E. (2004, April). Panel moderator, "Where Do We Go from Here?" Crossing Borders Festival, SUNY-Potsdam.
- Madden, M.E. (2004, April). "Leadership, Transformation, and Gender," Invited keynote speech, Omicron Delta Kappa Induction, SUNY-Potsdam.
- Madden, M.E. (March 2004), "Power of Perceived Control," Invited keynote speech at Student Support Services Awards Banquet, SUNY-Potsdam.
- Madden, M.E. (2003, August) Guidelines for including gender in introductory psychology textbooks. Invited symposium presentation, American Psychological Association, Toronto, Canada.
- Madden, M.E. (2003, April) Administration as applied social psychology. Invited keynote speech, Psi Chi Induction Ceremony, SUNY-Potsdam
- Madden, M.E. (2003, April). "They come to us when they want numbers:" Women's studies and feminist psychology. Keynote speech, Annual Women's Studies Brunch, SUNY-Potsdam.
- Madden, M.E. (2003, April). Leadership styles of women in higher education. Invited lecture, Vincent J. Knapp Faculty Lecture Series, SUNY-Potsdam.