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Message from the Executive Board Chair

Madlyn L. Hanes, Ph.D.
Chancellor, Penn State Harrisburg

It is always a pleasure to extend greetings to our readers. I do hope your semesters are productive and that you are faring well with the economic strife challenging our institutions. These times call for effective and insightful leadership at all levels and aspects of our organizations. We want to help.

This issue of *Network News*, appropriately, focuses on leadership development, with the timely theme of increasing personal and professional competence as leaders. This topic rests at the very core of our values and purpose as a national network. It is one that strikes a personal chord with me. Leadership is not a destination. Leaders lead in a context and time with expectations as dynamic as the leadership posts they hold. And leaders need the wherewithal – the skills and capability --to meet the ever changing demands of their particular circumstance and the multiple constituents that look to them for vision and direction. Leadership requires a commitment to a steady diet of learning, among other things, new tools and outlets to communicate, inform, and conduct business. The good news is that effective leaders are consummate learners, naturally interested and self motivated. Our *Network News*, annual meetings of state network coordinators, national and regional forums, as well as

the activities sponsored by state planning boards, are designed to advance leadership. In each of these venues, we share lessons learned and personal perspectives on leadership, examine pathways, and consider the skills and tools of effective leadership. This issue of *Network News* is no exception and offers, for example, commentary on strategic leadership with service on boards.

Enjoy the *News*. Enjoy the learning.

On behalf of the members of the Network Executive Board, I thank you in advance for your continued commitment to your state networks, to OWHE, and to your own professional development. I will see you in February at our annual State Coordinators conference.

All the best,

Madlyn L. Hanes, Ph.D.
Chancellor
Penn State Harrisburg

A PREVIEW
SOON TO BE RELEASED AAC&U'S REPORT:
A Measure of Equity: Women's Progress in Higher Education



Gloria Thomas

Director

The University of Michigan Center for the Education of Women

An important publication on the status of women in higher education due out this fall is *A Measure of Equity: Women's Progress in Higher Education*. The report was authored by Judy Touchton and is being published by the American Association of Colleges and Universities (AAC&U). According to Caryn McTighe Musil, Director, Program on the Status and Education of Women and Senior Vice President, AAC&U, the monograph "begins with a section on high school completion, moves to undergraduate enrollment, and then examines where women go to school and what kinds of degrees they earn as undergraduates and postgraduates. The last third of the monograph provides data on women faculty, senior administrators, and presidents. Wherever possible, [the author] sought to disaggregate the data by race, ethnicity, and gender (although sometimes, as was the case with Native American and Asian students who recently completed high school, the data were not available). In certain cases, we were also able to disaggregate by age and income." In sum, *A Measure of Equity*, amasses in one convenient place data about women in higher education that is otherwise strewn across multiple websites and tucked within numerous reports. But this report also offers a road map and allows readers to peruse the data in more detail.

In addition to updating where women have made progress and where they remain stymied or are even losing ground, the monograph seeks to identify what AAC&U refers to as 'Hot Points,' those still-contentious arenas of unsolved and sometimes poorly understood dilemmas. Seven of them are included in the report. They are 1) the missing boys and men in the education pipeline; 2) the effect of socioeconomics on educational opportunity; 3) women's uneven success in STEM fields; 4) the impact of family formation on advancement; 5) promotion and income disparities among faculty; 6) the leadership gap; and 7) the challenge of creating inclusive multicultural institutions. These topics are identified because AAC&U believes they mark front-burner issues if women's talents and leadership are to be fully tapped.

A Measure of Equity begins with a foreword written by Dr. Mildred Garcia, President, California State University-Dominguez Hills. In her foreword, President Garcia explains how her own life journey relates to the data presented in the report. An excerpt from her foreword, "The Unexpected Journey," is shared below:

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American Association of Colleges and Universities

on
campus
with **women**

<http://www.aacu.org/OCWW/>

Foreword: The Unexpected Journey AAC&U's Soon to Be Released Report A Measure of Equity: Women's Progress in Higher Education



Dr. Mildred Garcia

President

California State University, Dominguez Hills

As I read *A Measure of Equity*, I couldn't help but think of the 1960s slogan, "You've come a long way, baby." When the advertisement first appeared, it celebrated the relative progress of women (typically defined by that decade's advertisers as "feminine" and white). More than forty years later, *A Measure of Equity* arrives at a time when our country is more culturally, ethnically, economically, and religiously diverse than ever before.

While reading the report's powerful data, I began to think of the stories behind the statistics—of the women from all backgrounds, across class, race, culture, religion, and sexual orientation whose hopes and dreams are represented by the numbers. I see myself in these numbers just as I see the students I have served whose stories have touched me and influenced my scholarly and professional choices. Growing up in Brooklyn, I was one of seven children. My parents had left the island they loved, bringing my five eldest siblings to a land where the language and culture were unfamiliar, to find a better life for their family. My brother and I were born in Brooklyn, where we were labeled "Nuyoricans"—children born in New York City to Puerto Rican parents.

My parents embraced education and understood how powerfully transformative it could be. They knew that education was the key to intellectual and economic empowerment and often told us, "La unica herencia que una familia pobre les deja a sus hijos es una buena educacion." (The only inheritance a poor family can leave their children is a good education.) To them success meant that their children would earn high school diplomas and not work in factories.

While my older brothers and sisters attended elementary school in the projects, my brother and I went to school in the more affluent Brooklyn Heights neighborhood. It was there, where one

African American boy and I shared a class with white students, that I found I was different. While my classmates participated in other activities, I was escorted out of class to work on eliminating my Spanish accent. Unlike my siblings, at my school I took music lessons (and brought home a violin to practice, much to the chagrin of my family), studied French, saw Broadway plays that my parents could not afford, and worked with teachers who cared about my progress. Having access to good schooling gave me such a strong foundation that when I entered junior high school, I skipped from seventh to ninth grade. There I was, a young girl from a lower socioeconomic stratum given the opportunity to succeed. In retrospect, I was one of the lucky ones: I had caring teachers, resources outside of the classroom, and validation that I could reach my potential.

Like many women and students of color, I entered higher education through a community college, where I enrolled in the legal secretarial sciences program because I felt it would help me escape the factory. At the community college, I made another discovery. While I had had many women teachers, it was not until the community college that I encountered faculty of color—women and men who helped me take pride in my cultural background. Their encouragement propelled me to graduate and enter a baccalaureate-degree-granting institution, despite the fact that my neighbors thought that "college was for rich people."

My journey, like that of so many women, has not been lockstep: I taught at the community college while obtaining my master's degree, and I became executive assistant to the president and dean of students at Hostos Community College while working on my doctorate. I began a career at Montclair State University upon graduating, first as assistant to the provost and then as assistant vice president of academic affairs. Throughout my tenure there, I was

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encouraged by programs run by the American Council on Education, Harvard, and the American Association of Higher Education and by my powerful male mentors to pursue higher levels of administration. With my mentors' guidance, I became associate vice provost for academic affairs at Arizona State University, where I entered the tenured faculty line. When I became president of Berkeley College, a for-profit institution that many warned me would limit my future in "traditional higher education," I finally reached one of my goals: serving students from neighborhoods like mine. Today my unconventional journey continues at California State University-Dominguez Hills, where last year I was appointed the first women president at that institution and the first Latina president in the California State University System.

So I, and we, have "come a long way, baby." Once a first-generation college student from humble roots, told by my high school guidance counselor I would never finish college, I began my unexpected journey through higher education in the community college. Throughout my career, I heard that those who begin at community colleges can't work in research institutions, that those who begin in student affairs can't cross over to academic affairs, that those with doctorates in education will never become presidents of anything other than community colleges. I shattered these myths throughout my unexpected journey. Instead of accepting stories like mine as unusual triumphs, higher education needs to have greater expectations of access, success, and achievements for all its students.

In the end, the academy knows what must be done to create inclusive environments where all who enter our institutions can flourish. The test is whether we have "las ganas": the will to put into practice all we have learned from the millions of stories the data represent.

The future rests in our hands, and history will measure how successful we are.

Network Checklist...

Critical Functions to Consider

- ✓ **Have a written succession plan for our leaders and board.**
- ✓ **Have adopted "By Laws" to guide our work.**
- ✓ **Have a website and regularly update it.**
- ✓ **Distribute *NetworkNews* to our members around the state.**
- ✓ **Send our State Coordinator to the ACE OWHE Annual State Coordinators Conference in February.**
- ✓ **Have an annual Network event or conference for our state or region.**
- ✓ **Promote advancement for women in our state.**
- ✓ **Provide networking opportunities for women leaders including presidents in our state.**
- ✓ **Continue to develop a network on each campus via Institutional Representatives**
- ✓ **Promote regional and national forum opportunities.**
- ✓ **Welcome new women from all ranks.**
- ✓ **Have a diverse board with intentional outreach to encourage the involvement of all women in higher education.**
- ✓ **Work regularly with our state's presidential sponsor.**

Inspiration...

"The future belongs to those who believe in the beauty of their dreams."

Eleanor Roosevelt

Gaining Value from Giving Value



Dr. Sandra Featherman
President Emerita
University of New England University

You just got a call asking you to serve on a non-profit board, but you are way too busy to accept. Unfinished reports are backed up on your desk, and a slew of e-mails and phone messages still await responses. You think this is a good time to say, "No."

Don't. At least wait until you have considered what you can give this board, and equally importantly, what it can give you. Saint Francis of Assisi said it best: "it is in giving that we receive." Women in higher education administration can benefit greatly from the skills and knowledge we can gain from appropriate board service, while giving support to projects and programs we care about.

In our positions at our colleges and universities, we work within segmented silos, even in interdisciplinary programs. While we interface with colleagues across our institutions, we usually do not get exposure to some of the necessary skills that can either propel us into senior management, or allow us to succeed if we get there.

Three skill sets, in particular, can accrue to us from serving on non-profit boards. These include learning to understand and work with boards, gaining knowledge about financial management, and developing a wide-range of fund-raising and donor cultivation experiences.

When we serve on boards, we learn what boards expect from senior management. For example, I learned what kind of information board members wanted, how fiscally risk averse they were, and especially one very important mantra: board members want no surprises at their meetings. They expect management to provide information about issues confronting their organization in a timely manner.

What is policy and what is managerial prerogative also gets exposed, sometimes improperly, but even when that happens, there are valuable lessons to be learned about what has gone wrong, or how to fix relationships with minimal disruption, if possible

Even more valuable is the experience that can be gained in financial acumen. Sitting in on budget discussions, investments meetings, and audit reviews all provide the kind of financial oversight experience too many women have neglected in their educational backgrounds. Volunteering for the finance or investment committees of a non-profit board can help fill in the knowledge gap and make us financially competent.

Most important of all is the opportunity to get some broad development experience. Top positions in higher education require various credentials and experience, but no skills is more necessary to getting selected than knowing how to ask for funds. Lots of academics have gotten research grants and that is valuable for college leaders, but it is not enough. Women in senior positions will rarely have the time to write grants, although they will be able to set the priorities that could help others within their institutions receive grants.

What is even more valuable is learning how to do "asks," if you have never done them. College presidents and deans today must know how to ask potential donors, one-on-one, for financial support. It isn't easy to overcome the fear of making a big "ask." The experience of making many smaller direct requests trains us to overcome our fears, when we realize how much donors appreciate being asked, in the right way, to support something they really care about.

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The right board to join is one that satisfies your criteria for involvement. Mine are the following four: caring deeply about the policies or services the organization works for, believing it does its job well, liking the people with whom I will serve, and being able to contribute valuable skills to the board.

If your criteria are met, and you can serve with pride, say "yes" enthusiastically. Both you and the organization will benefit.

For Dr. Featherman's short biographical statement go to:

<http://www.une.edu/president/biography.asp>

ACE OWHE Women's Leadership Legacy Fund

Show your support by logging onto and donating today:

www.acenet.edu/programs/owhe/fund

- ❖ We are all standing on the shoulders of giants—those women who have gone before us.
- ❖ Honor your mentors with donations to this important resource to advance the work of the Networks!

In Her Words...



Dr. Dawn Pleas-Bailey
Vice President, Student Life
Special Assistant to the President
Southwestern College
(Kansas)

I can't tell you how OWHE has changed my life.

Starting with committee work in the state organization, then attending the National Women Forum in Washington DC. I went on to get my doctorate at University of Pennsylvania. After the State Coordinators Conference last year, I came back and talked with my President about some of the women I met and their job responsibilities. As a result of an ongoing dialogue, I received additional job responsibilities as Special Assistant to the President.

I say all that to say, I appreciate OWHE for so much—A Powerful Organization with amazing women! If there is anything that I can do to help, please let me know.

December 3, 2008 Email note sent to Donna Phillips, Director of the ACE Office of Women

The Power of Using 360 Degree Feedback for Leadership Development



Dr. Karen Cherwony
Associate Vice President, Human Resources
Temple University

At Temple University, like many other Universities and Colleges, we are interested in building the capacity of current and future leaders. Many campus specific issues have made leadership development a priority. A well-regarded new president, early in her tenure, charged the Human Resources Department to transform good performers into great performers. Some major institutional changes are underway – a new general studies curriculum, a major fund raising campaign, the opening a several new buildings, the installation of the Banner information system – to name a few. Long term faculty and administrators are nearing retirement age but it is unclear if they will actually choose to retire or remain active or inactive members of the University community.

With the support of our president and others throughout the University who have the vision, talents, and commitment to help nurture and develop our leaders, we were able to mount some comprehensive initiatives, including the use of a 360 degree leadership feedback instrument. We launched the Temple University Leadership Academy to prepare high performing/high potential faculty and staff to be the change leaders we need immediately and to build our bench strength to fill the likely vacancies that will occur in the not too distant future. In addition to attending seven monthly full day training sessions on a variety of topics, the 75 participants in the first and second Leadership Academies worked in interdisciplinary diverse teams on sponsored projects related to an identified University need. A new cohort of 40 people is enrolled in Leadership Academy 3 which began in September 2008.

A highly valued part of the experience was the use of assessment and feedback instruments. All participants completed the Myer Briggs Type Indicator, Stepp II. They also all completed a 360

degree assessment, which required each leader to complete a self assessment and to identify about 7 to 10 others to complete the observer instrument. Observer questionnaires were completed by the leader's supervisor, direct reports, and colleagues. This method is used to provide individuals with confidential and anonymous feedback, not just from their supervisor in a traditional performance review, but from others who are in a position to assess their leadership competencies. For this process, we used Kouzes and Posner's Leadership Practices Inventory (LPI), an instrument that provides the leaders with feedback on how often they engage in 30 behaviors that are categorized into 5 key leadership practices – Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. There were also 4 open ended questions related to strengths, areas for development, challenging situations for the leader, and how well they worked with others. A confidential report is generated that allows the leaders to compare their self assessment with how the others perceived them. HR coaches provided the leaders with assistance in understanding and using the results for further development. The reports were shared only with the leader and used primarily for their leadership and career development, not as a performance evaluation tool.

Although our vice presidents and deans recommended participants, financially supported them, completed the LPIS on participants, and were presenters, they did not participate in the Leadership Academy. However, during the spring and summer 2008, all the president's direct reports, including the provost and her direct reports, including the 17 deans of our colleges, also engaged in the LPI 360 degree feedback process. Dr. Marie Amey-Taylor, HR Director, Leadership Development, and I met with them individually to review the results.

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Follow-up sessions are planned to encourage these leaders to identify areas for continued development and the opportunities and resources available to them. Several of the senior leaders have also decided to have their chairs and other direct reports engage in the LPI assessment. This has allowed us to compile a data base of Temple University LPI ratings so that our leaders can benchmark their results with other internal leaders.

Temple University's commitment to excellence in leadership through self assessment, 360 degree feedback, and development has already resulted in visible changes. We now have a common leadership language, values, and practices for faculty, staff, and student leaders throughout the university that are strengthening current leaders while also building our bench strength with a pool of internal talent that can fill leadership roles in the future.



OKLAHOMA
Women in Higher Education
**News from the Growing Oklahoma
Women in Higher Education State
Network**

Dr. Debbie Blanke

State Coordinator

*Associate Vice Chancellor for Academic Affairs,
Oklahoma State Regents*

On November 21, 2008, the Oklahoma Women in Higher Education (OKWHE) hosted its 4th annual conference at the University of Central Oklahoma. As our organization continues to grow, we had about 400 attend from all over the state of Oklahoma, representing both public and private institutions. Our keynote speaker was Dr. Jolene Koester, President of California State University, Northridge, and also the current chair of the American Association of State Colleges and Universities. President Koester brought humor and inspiration in her "Reflections on the Leadership Journey" keynote address.

Other speakers included an Oklahoma presidential panel including President Janet Cunningham from Northwestern Oklahoma State University, President JoAnn Haysbert from Langston University, President Cindy Ross from Cameron University, and past interim presidents, Ms. Kim Cherry from Northeastern State University and Dr. Marlene Strathe from Oklahoma State University. Break-out

sessions covered topics of Leadership for Women Administrators by Dr. Cheryl Steele from the University of Central Oklahoma, Career Advancement by Dr. Katharine Brooks from the



Left to right: Dr. Joe Anna Hibler, past president of Southwestern Oklahoma State University/current Regent for the Regional University System of Oklahoma; Dr. Jolene Koester, keynote speaker and president of California State University, Northridge; Chancellor Glen D. Johnson, Oklahoma State Regents for Higher Education; Ms. Belva Howard, Regent, Oklahoma Regional University System

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University of Texas at Austin, Negotiating for Women in Leadership Roles by Dr. Allison Garrett from Oklahoma Christian University, and Appreciative Advising by Dr. Jennifer Bloom from the University of South Carolina.

The luncheon included comments by Ms. Belva Howard, a regent from the Regional University System of Oklahoma and Mr. Glen Johnson, Chancellor for Higher Education with the Oklahoma State Regents for Higher Education.

Oklahoma started its network in 2005, due in great part to the vision and determination of Dr. Marlene Strathe, Provost and Senior Vice President at Oklahoma State University. As our small planning committee plowed this new ground to create professional development opportunities for Oklahoma women, we hoped to attract 50 women to attend our event. In November of 2005, we were amazed to have over 200 attend the first conference and we have grown each year, demonstrating the need for the network in our

great state. At the 2008 conference with 400 in attendance, Dr. Strathe was recognized for her contributions to establishing a thriving network in Oklahoma and serving as the ACE OHWE State Coordinator from 2005 until 2008.

WEBSITE: www.okwhe.org (under construction)



Left to right: Dr. Debbie Blanke, Oklahoma State Coordinator for the ACE Network, and Dr. Marlene Strathe, Provost and Vice President of Oklahoma State University recognized for her Network Contributions.



Editor's Notes

Cynthia Forrest

Consultant, Higher Education

In this edition, we have begun to explore new avenues for leadership development. Our contributors have highlighted strategies and techniques for gaining new professional insights. Dr. Featherman's call to service features the learning opportunities that await those who volunteer for nonprofit boards. Karen Cherwony describes the value of comprehensive evaluations garnered by a 360° review.

We are also pleased to learn of the Oklahoma Network's successful progress in advancing professional development opportunities for the women in the Sooner state. Submissions by networks offer new ideas for our national colleagues. So we invite you to share the events in your state. Also we appreciate Dawn Pleas-

Bailey's note regarding the impact of her network and forum experiences on her professional journey.

As I was putting the finishing touches on this edition, I learned that two new leaders, Drs. Shirley Pippins and Geri Hockfield Malandra, will be joining the ACE leadership team. On behalf of the ACE OWHE National Networks, we offer our congratulations and look forward to working with these very accomplished and gifted women leaders as they assume their new roles in service to the higher education community.

As winter envelopes us, may this time give rise to new stirrings for the leadership possibilities ahead. I hope to see you in D.C. in February.

American Council on Education Announces Two New Leaders



Dr. Shirley Pippins

*Senior Vice President of
Programs and Services*

Effective March 1, 2009, Dr. Pippins will lead a division that includes the Center for Advancement of Racial and Ethnic Equity; Office of Women in Higher Education; The Spectrum Initiative; Center for Lifelong Learning; Corporate Programs; Military Programs; and the GED® Testing Service.

Dr. Pippins joins ACE from Suffolk County Community College in New York where she has served as president of the two-year, multi-campus institution since 2003—the first woman and the first African American to lead the institution in its history. She is a previous member of the executive committee of the board of the American Association of Community Colleges and serves on ACE's Commission on Advancement of Racial and Ethnic Equity. Dr. Pippins is also a past chair of ACE's Commission on Women in Higher Education and past member of the ACE Network Executive Board.

Prior to Suffolk County Community College, Dr. Pippins served for eight years as president of Thomas Nelson Community College in Hampton, VA. She has also held senior leadership positions at Westchester Community College (NY).



Dr. Geri Hockfield Malandra

*Senior Vice President of Leadership,
Membership and Policy Research*

Effective February 1, 2009 Dr. Malandra will serve as the division leader that has responsibility for the Center for Effective Leadership; ACE Fellows Program; Center for Policy Analysis; Center for International Initiatives; Library and Information Service; Office of Advancement, Marketing and Member Services; the ACE Annual Meeting; and ACE Publishing.

Dr. Malandra comes to the Council from the University of Texas System, where she has served since 2002 in a number of executive level positions including, most recently, vice chancellor for strategic management and vice chancellor for institutional planning and accountability. She has also held senior positions at the University of Minnesota, including associate vice provost and senior policy analyst.

For the complete ACE announcement go the [ACE website link](#).

UPCOMING EVENTS

February 6, 2009	ACE OWHE Network Executive Board Meeting in Washington, DC Contact: owhe@ace.nche.edu
February 7, 2009	Women's Leadership Dinner in Washington, DC Contact: owhe@ace.nche.edu
February 7-8, 2009	ACE OWHE Network State Coordinators' Conference in Washington, DC Contact: owhe@ace.nche.edu
March 25-27, 2009	Regional Forum in Cincinnati, Ohio Contact: ACE OWHE ACE OWHE Forums
April 17, 2009	4 th Annual Mini Conference in Duluth, MI Contact: http://www.minnesotaacenet.org/contact/
April 24, 2009	Illinois Women Network in University of Illinois at Urbana-Champaign. Contact http://www.inwhe.org/
June 8-9, 2009	Michigan ACE Network Annual Conference in James B. Henry Center, Lansing Contact: http://ace.cmich.edu/conferences.shtml
June 17-19, 2009	National Forum in Washington, DC Contact: ACE OWHE Forums
October 14-16, 2009	Regional Forum in Miami Gardens, Florida Contact: ACE OWHE ACE OWHE Forums
December 9-11, 2009	National Forum in Washington, DC Contact: ACE OWHE ACE OWHE Forums

For information on the American Council on Education Office of Women in Higher Education visit the website: <http://www.acenet.edu/programs/owhe/>

OUR NETWORKS' MISSION

- **IDENTIFY** women leaders.
- **DEVELOP** their leadership abilities.
- **ENCOURAGE** the use of those abilities.
- **ADVANCE** women's careers.
- **LINK** them to other women and mentors.
- **SUPPORT** women in mid- and executive-level positions throughout their careers.

NetworkNews Editorial Board

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For more information regarding any of the programs offered by the American Council on Education's Office of Higher Education (OWHE) please visit the website at: <http://www.acenet.edu/programs/owhe/>
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