

Spring 2009

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Message from the Executive Board Chair

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

Greetings! I want to thank the state coordinators, our distinguished speakers and presidential sponsors, and my colleagues on the executive board and from OWHE for a successful 2009 annual meeting. The enthusiasm was palpable. Engagement was lively. I also want to add my heartfelt congratulations to the North Dakota State University FORWARD program for receiving the Network Leadership Award and to our dear colleague, Peggy Williams, President Emerita, Ithaca College, for receiving the Donna Shavlik Award.

In this issue of *Network News*, we highlight the conference, especially those deeper discussions of leading in "tough times." I subscribe to the belief that we never quite know the stuff we are made of until we are faced with challenges and have the opportunity to *learn* through them. Lest we forget, having a network of colleagues in these times can be a blessing. Tapping the knowledge and the experiences (good and not so good) of colleagues outside your home institution can provide a safe sounding board, unfiltered advice, and unconditional support. Innovative and creative solutions abound in a network environment. Ideas and strategies emerge unfettered. Our annual meeting was designed deliberately in various formats—

plenary sessions, panels, small group conferences—to foster these exchanges and interactions. We want our state coordinators to share their career aspirations, expand their individual networks of colleagues and mentors, and invest in their leadership development.

I have heard from so many of you – at the conference and since. Your comments were most encouraging. From what you have shared with me, the lessons shared, learned, and borrowed should carry us through the year and have us coming back to recharge at next year's conference. Thank you for your kind remarks. Thank you for your participation in the ACE Network.

Enjoy the *News*. Stay in touch with your network.

All the best,

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



ACE OWHE NEWS So They Can Come Home Again

Dr. Donna Burns Phillips
Director, Office of Women in Higher Education

We don't ordinarily ask our Networks to take on projects that go beyond the scope of their regular network activities, such as the annual state conference or regional meetings. This year, however, we are in the unique position (and I use that adjective in its true sense—no one else is in this same position) of having the opportunity to do something for a particular group of women to whom the country owes more than it can hope to repay. So this year I am asking us to undertake a project that will require time (but no money except perhaps a long distance phone call) and to do it because it's right, we care, and we can.

By bringing together a group of people from a variety of groups to listen to women student veterans speak on the subject, we identified 4 basic areas where women veteran's needs when in enrolling in or returning to college may differ from men's. Before we can make a plea for adding or funding such services, we need to know which, if any, of the needed services are already available on individual campuses.

Here are the challenges in brief.

Making the transition from worker to student is rarely easy. It is even less so if your employer happened to be the United States government in one of its military service branches. Consider:

- For many months you've been told what to do, when and how to do it, no questions allowed. Now, you're expected to make your own decisions about everything.
- For months you've had to be hyper vigilant, because beneath the most innocuous object, behind the most friendly expression, lies the possibility of injury or death. If you've been trained to look for danger in every detail around you, it's difficult to pay attention to the substance of a class discussion.
- You've had to adjust your personal morality to accommodate the reality and morality of war.

- Excepting another veteran, no one around you can understand on more than an abstract level what you've been through, seen, had to do—none of which was in the abstract.
- You're reluctant to let any one know you're a returning veteran because you don't want to argue the wisdom of the war in the first place or answer the seemingly inevitable questions about how many people you killed.

Now, add the fact that you are a woman veteran who wants to use the new GI Bill to go to college (one of the most likely reasons for your having joined the military in the first place).

- Chances are good that you have been subjected to sexual harassment or even assault on a repeated and sustained basis. For the most obvious of reasons, this is not something you can feel safe talking about to a man.
- Chances are good you suffer some degree of post traumatic stress disorder.
- If you have a child, he or she may be feeling severe separation anxiety, so disappearing from the child's sight for a whole day is not a viable option.
- You need the support of other women veterans.
- You don't know how to negotiate for salary because negotiation is not an option in military service, where gender pay discrimination does not occur.
- You don't know how to translate what you learned in military service to a résumé that speaks to your value in the civilian workforce.

Such a combination of barriers and circumstances can make the goal of becoming a full-time (or even part-time) student seem just too difficult.

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I believe it is our responsibility to make the transition from soldier to student as smooth as we can in all cases, but we in the Networks have a particular scope of care and responsibility for the women veterans.

Specifically, we are asking each State Coordinator--using her planning committee, IRs, and Network members--to discover what resources are available for women veterans at each institution of higher education in the state in four areas: counseling, child care, networking, and career advancement. The electronic surveys have been sent out to each State Coordinator.

We hope to have the results returned to us by May 15th. Once the synthesis and analysis has been completed, we will take the next step—arguing the case.

I hope and trust each of you will play her part in this effort. This is not about the rightness or wrongness of this war, any war. Women veterans have made the asked-for sacrifice in securing our future; the least we can do is help them come home again and get the education they need in the present.

Call for Support of Women Veterans ...



Dr. Donna Burns Phillips
*Director, Office of Women in
Higher Education*

I hope and trust each of you will play her part in this effort to discover what resources are available for women veterans at each institution of higher education in the state in four areas: counseling, child care, networking, and career advancement. This is not about the rightness or wrongness of this war, any war. Women veterans have made the asked-for sacrifice in securing our future; the least we can do is help them come home again and get the education they need in the present.

SURVEY LINK

http://survey.acenet.edu/scripts/rws3.pl?FORM=Women_Vet_Survey_2009_v2



Be Ready for Luck

Dr. Elaine Maimon
President
Governors State University

As President of Governors State University (GSU) in the south suburbs of Chicago, I have the good fortune to lead an institution that embraces my concept of the university as a public square. GSU, founded forty years ago as a university embodying new approaches to higher education, never saw itself as an ivory tower or a college on a hill, even if a hill could be found on the Illinois plains. GSU's tradition is innovation: service to a diverse student population of all ages, ethnicities, and backgrounds; personal outreach to community college students to help them achieve baccalaureate degrees; commitment to unify the fragmentation of the surrounding communities; full embrace of the spirit of experimentation-- testing new ideas, rejecting failed approaches, building on successes. GSU is a perfect fit—an ideal setting to put my philosophy and principles into action. How did I get so lucky?

Moreover, I have had opportunities at several other universities to help them reach their full potential, while realizing my own. As Chancellor of the University of Alaska Anchorage, I was able to establish the principle that a great city needs a great university, and now my successor carries on that tradition. As Provost (Chief Campus Officer) of Arizona State University West, I led the transformation of the campus into a full-service university, combining liberal arts and professional preparation, designed for both commuters and, before I departed, residential students.

My life pathway has been a process of making me ready for luck. Shakespeare says, "Ripeness is all." That's an Elizabethan way of talking about readiness.

Have you ever heard someone complaining that other people have all the luck? Often when I hear that lament, I wonder whether luck may have appeared

unnoticed. I have been lucky in my mentors. My first mentor was my mother. She was a widow from the time I was eight years old. Even though she had many challenges in making do with the salary she made as a secretary, I never felt deprived.

It was always assumed that I would go to college, even though my parents never had a chance to go.

Neighbors would ask, "What are you going to do when you grow up, little girl?" "I'm going to college—and get married." Yes, in those days we linked the two.

As a high school senior in Philadelphia, my hometown, one afternoon I casually picked up the financial aid forms that my mother was diligently filling out and had a revelation: "My God, Mother, we're poor. You never told me."

Ivy League University of Pennsylvania awarded a full-tuition scholarship to the top student in each Philadelphia high school. As the top student at John Bartram High School, I received a full-tuition scholarship. Then two weeks after my high school graduation, my dear mother died of cancer. The University of Pennsylvania increased my scholarship to cover room and board. They took me in. They changed my life. I am in a position to write this essay today because philanthropists in Philadelphia made quality higher education possible for me.

I was lucky and that good luck led to a life-long commitment to providing scholarship funds for needy students.

At Penn, as an English major, I loved studying literature and became committed to a career in teaching. Faculty mentors encouraged me to consider university teaching and research. I still have

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a research paper that I wrote on Shakespeare's Othello with the following comment:

"This is a brilliant paper. You have a promising future as a scholar and writer. But instead you will probably marry some worthless fellow and make him happy, as my wife did, thank God."

Talk about mixed messages! The professor meant well, but he clearly could not imagine a life for a woman that combined a career and marriage—making some worthless fellow happy.

But I was lucky there, too. My husband, Dr. Mort Maimon, has been a true partner in both family and career.

Immediately after college graduation, I entered a full-time, fast-track Ph.D. program at Penn, under the National Defense Education Act, since at that time the nation considered it in the national defense to create more English professors. The Ford Foundation was a co-sponsor.

So at the age of twenty-five, I had a Ph.D., a worthless fellow, and a one-year-old daughter. (Our son would be born two years later).

After two-and-a-half years substituting for professors on leave at all-male Haverford College, I was hired at Beaver College (now called Arcadia U.) as a part-time composition instructor. Students at Beaver were hungry to learn to write. Even as a part-time, adjunct instructor, I was appointed as Director of Composition. As a friend said, "There ought to be a crisis center number to call when something like that happens to you."

But that, too, turned out to be lucky.

It became my life's mission to help students become writers, not necessarily to write the Great American Novel, but to have a voice in our society.

I submitted a paper to the Modern Language Association, meeting in San Francisco that year, on linguistic approaches to teaching writing. Beaver College was willing to give only \$50 for the trip, but I

decided to attend anyway. I heard Mina Shaughnessy, the director of writing programs for the City University of New York, speak about teaching writing to underserved, open admissions students. Afterward on a cable car, Harriet Sheridan, the Interim President of Carleton College, later to become the Dean of Brown University and my mentor, heard me talking animatedly about Mina Shaughnessy's speech. She asked for an opportunity to tell me about the Carleton Plan, one of the earliest writing across the curriculum (WAC) programs. The "Carleton Plan" inspired a full-scale WAC program at Beaver College, supported by several generous grants from the National Endowment for the Humanities (NEH) and the Fund for the Improvement of Post-Secondary Education (FIPSE).

In the late seventies, some called writing across the curriculum a fad, but WAC has now outlived the century in which it was named. Even as I direct my energies to campus executive leadership, I remain committed to the goal of helping students become independent writers, manifest in my books, *A Writer's Resource*, 3rd edition, and *The New McGraw-Hill Handbook*, 2nd edition.

Yes, I continue to have a lucky career. What has made me ready? Early on, I learned the secret: Luck comes disguised. It involves working out conundrums: How does one balance career and family? Answer: Become an English scholar AND marry the worthless fellow. What do you do when the powers that be ask you to direct the English composition program when you are still on part-time employment? Answer: You do it. What do you do when you have no institutional power and you must involve faculty colleagues in the teaching of writing? You ask them for advice and get them involved.

In short, luck comes disguised as the opportunity to accomplish something that you are passionate about. It comes disguised as a chance to take risks. Most important, luck comes disguised as tons of hard work.

I wish good luck to all those reading this essay. Please notice when you get lucky and be ready for it.

News from the “Frontline”... or a Report from the 2009 State Coordinators Conference



Rachelle C. Prioleau
Dean
College of
Arts & Science
Clarion University of PA

Our use of the term “frontline” is employed here in the most positive and inspired way. It was a true pleasure to see the enthusiasm and commitment among this wonderful group of women, who, as state coordinators, are the essence of the ACE Network. While there were a number of seasoned state coordinators in attendance representing well-established networks, there were also quite a few women for whom this was their first conference or whose states were creatively restructuring networks to support the goals of ACE. Whatever their situation, though, they all came with an open mind and an open heart.

As with past conferences, the agenda consisted of a mixture of how-to sessions (such as establishing by-laws or securing 501c3 status), career path panels with women in executive positions, and topical panels addressing a range of issues. This year presented us with some unique circumstances, to which we responded with a couple of new panels, including *Building and Maintaining an Inclusive*



Concetta Stewart
Dean
School of
Communications & Theater
Temple University

Environment in Difficult Times and High Tech High Touch—Using Technologies to Promote the Goals of OWHE and the Networks.

We welcomed new and old friends to the agenda, including Susan Herbst (Executive Vice Chancellor & CAO of the University System of Georgia) speaking on career pathways, and Gloria Thomas in her new role as Director of the Center for the Education of Women at the University of Michigan speaking on issues of work-life balance. A special treat was a visit from Judith Touchton, a past director of OWHE, sharing her current work on women in higher education.

The energy and goodwill was apparent to all who participated in the two-day event. However, the most compelling evidence came with the record number of pledges from the group in support of the Women’s Leadership Legacy Fund. It was at this point, we all realized that “sisters are doing it for themselves.”

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!

A Word to the Wise Is Sufficient



Dr. Helen Easterling Williams

*Dean of the School of Education
 Azusa Pacific University*

After giving us study tips for an upcoming chemistry exam, my high school teacher told my class, "A word to the wise is sufficient." I studied long and effectively, yet I was one of only a handful who passed the exam with a grade of "C" or better. Those of us who passed were publicly lauded for our accomplishments. From this experience, I learned to listen to advice given by experts. This lesson served me well in both my personal and professional life.

Personally, my mother gave me good advice about raising a happy, healthy family. She advised me to keep things in perspective remembering the four "F's" of life: Faith, Family, Future, and Fun, in that order. As an ordained elder in the African Methodist Episcopal Church; as wife, mother, and grandmother; as dean of the School of Education at Azusa Pacific University; and as one with a budding interest in golf, mother would probably give me an "A" for following her advice.

Professionally, I have been blessed to receive advice from many. Here, I am inclined to highlight two specific women. First is Dr. Barbara Curry who served as the professor of the first class I took in my doctoral studies program. After the first night of class, she took me aside and told me that I had a voice that absolutely must be heard. She shared that she expected me to pass her class, finish the program, and to graduate. These words rang true in my mind and gave me the confidence to push through each ensuing challenge. Years later, I was asked to serve as my University's liaison to the Delaware Chapter of the ACE Network of Women in

Higher Education. Knowing that Dr. Curry was a founding member of that chapter and remembering how her words blessed me, I did not hesitate to serve. I saw it as an opportunity to let my voice be heard and to bless others.

Second is Dr. Narcisa Polonio, a female search consultant who led a professional development workshop. After looking at my curriculum vitae and critiquing the videotape of a mock interview that she did with me (an activity highly recommended for everyone), she said, "You are ready! You have everything you need to move to the next level. Go for it, but in the meantime, bloom where you are planted." It was important that I perform well in my present position. Too often candidates spend so much time focusing on their next point of entry that they neglect the position they already have, thereby putting themselves in a position to receive a less than stellar reference from their supervisor.

These words of wisdom still serve me well. I work diligently to keep my faith, family, future, and fun in the right perspective. I take every opportunity to let my voice as an African American female in higher education administration be heard, and I always strive to perform well in my present position, knowing that it will have a direct impact on my future. Too often we glean much from plenary speakers and workshop presenters, but we fail to put their advice into action. I pray that those who read these words will take them to heart and apply them well, because a word to the wise is truly sufficient.

Successful in Her Own Skin: Peggy Williams, Recipient of the 2009 Donna Shavlik Award



Gloria Thomas

Director

The University of Michigan Center for the Education of Women

Friends, family, colleagues, and fans came from all over the country to be a part of the celebration and well-deserved recognition of Peggy Williams, President Emerita of Ithaca College, as the recipient of the 2009 Donna Shavlik Award. They filled up three tables front and center at the Annual Women’s Leadership Dinner to witness this event. Kathy Eneguess, current president of White Mountains Community College in NH, said she and Peggy Williams have known each other for over 30 years. They became fast friends when Peggy worked at the Community College of Vermont when Kathy was a graduate student pursuing a master’s degree at Johnson State University; together they were involved in a ski-race course.

Donna Shavlik, long-time Director of OHWE at ACE for whom the award is named, has also known Peggy for decades. Donna reminisced on one of the early leadership development retreats for women leaders in higher education—The Montana Meeting—where she and Peggy got to know each other better.

Peggy received her bachelor’s degree from St. Michael’s College of the University of Toronto. She also holds a master of education degree from the University of Vermont and a doctorate in administration, planning, and social policy from Harvard University. Prior to beginning her career in education, Williams was a social worker for the Medical Center Hospital of Vermont and the Monroe County (NY) Department of Social Service. She held various positions in the Vermont State Colleges System and later joined Trinity College (VT), ascending to chair of the business and economics department and associate academic dean. Prior to being named the seventh—and first female—president of Ithaca College in 1997, she served as

president of Lyndon State College (VT) for eight years.

At Ithaca College, she served as a member of the NCAA Division III Presidents Council, as well as its Subcommittee on Gender and Diversity Issues, and she served on the boards of directors of the Canada-U.S. Foundation for Educational Exchange (Fulbright). Williams also served as chair of ACE’s Commission on Women.



Peggy R. William
President, Ithaca College
 ACE/OWHE Donna Shavlik Award Recipient
 Photo taken by Lisa Helfert for ACE

Many of Peggy’s long-time friends and colleagues, who were dubbed “Peg’s Pals,” sat around the tables evoking Peggy’s influence in their own lives and careers, as well as the impact Peggy left at Ithaca College and other institutions she had served. Some of the pals included Suzanne Forsyth, Irene Gomberg, Darlene Miller, Sue Pervi, Judy Touchton, Daisy Tomaselli and her mother, Mary Tomaselli, and former ACE Fellows David Garcia and Kathleen Rountree, along with her husband, Barry Craig.

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Kathleen Rountree had the honor of presenting the Shavlik Award to Peggy. In her presentation, she made these remarks:

It is my great pleasure to present the Donna Shavlik Award to Peggy Williams, President Emerita of Ithaca College. I do so on behalf of many women who have been supported, encouraged, and mentored by Peggy. I do so in partnership with Lisa Ryerson, President of Wells College, who co-nominated Peggy, and Victoria Angis, Assistant Dean for Campus Life at Castleton State College in Vermont.

Peggy's support of women has been a constant throughout her career, in such varying roles as Vice President of the Board of the Vermont YWCA; Board Chair of Sacred Heart School of Montreal; Founding Director of the Vermont Women's Fund; Commission Chair of the ACE Commission on Women in Higher Education; Member of the ACE Board of Directors; and Member of the Executive Committee for Gender and Diversity of the NCAA

Perhaps nothing was more notable, however, than her one-on-one support of individual women. She continually found funds to sponsor a woman for leadership opportunities such as HERS or an ACE Woman's Leadership Forum, and she always made time for a cup of coffee and a career chat.

Kathleen went on to share the "non-standard aspects of Peggy's life and character:

- 1) Student nicknames for Peggy: The "Pegster" and "P-Willie"
- 2) Peggy's secret skill: Yo-yo champion
- 3) Things Peggy wore on campus: biking shorts, a Speedo, wet hair, a gorilla suit
- 4) Things that Peggy NEVER wore on campus: pantyhose, a St. John's suit, lipstick

Kathleen concluded her remarks by further describing Peggy Williams and the impact she has had on many women in higher education: *Peggy Williams has been a fabulously successful*

professional while wearing HER OWN SKIN. Never tempted to try to be, act, or look like anyone else, she has walked every step of the way in her own way and in her own style. By doing so, she has freed and empowered each of us to achieve, lead, and flourish in OUR own skins, in OUR own way, as authentic, rich, individual beings, confident that our very best will be more than enough to master the challenges before us.

The presentation ended with a rousing applause and standing ovation for Peggy's achievements as a national woman leader who has demonstrated a sustained and continuing commitment to the advancement of women through her actions in enhancing women's leadership development, career development, campus climate, and mentoring opportunities for women. The joyous celebration demonstrated that all 300+ people in the room—both Peg's old pals and those of us newly converted—agreed that this was a recognition very well merited.

Women Veterans

- Women comprise 15% of current active, Guard, and reserve forces.
- The number of women using the VA is expected to double in the next 5 years.
- Approximately 1 in 5 women veterans who seek treatment by the VA report having experienced sexual trauma while in the military.

SOURCE: Maze, R. (2009). *ArmyTimes*, New Challenges Emerge As Number of Female Vets Grows. Retrieved April 13, 2009 from <http://www.texasvfw.org/UserFiles/Women%20Veteran%20Population%20grows%20Army%20Times%20-%20-%20April%2013%202009.pdf>



2009 Network Leadership Award Recipient—North Dakota State University FORWARD Program

The name of the group, FORWARD, stands for Focus on Resources for Women's Advancement, Recruitment/Retention and Development. This talented and dedicated group of women faculty at North Dakota State University has been working tirelessly for more than two years to develop an institutional plan to specifically address the recruitment and retention of women faculty in the STEM (Science, Technology, Engineering, and Mathematics) disciplines.

Several years ago, North Dakota State University was cited in a ranking conducted by the American Association of University Professors for having a significant underrepresentation of women within the ranks of tenured faculty, especially within the STEM disciplines. This finding emphasized an issue of which the NDSU women faculty had been aware. It also served as a catalyst for the work of FORWARD, under the direction of Canan Bilen-Green and a small team of researchers, to tackle this problem by developing a plan and receiving funding to carry it out.

FORWARD fully exemplifies the **IDEALS** honored by the ACE Network Leadership Award—**I**dentify, **D**evelop, **E**ncourage, **A**dvance, **L**ink, and **S**upport talented women leaders.

Founded in 2002, FORWARD has been actively engaged in acquiring federal grants to promote their work and in advocating for the issues that women faculty cite as problematic. FORWARD has helped to educate faculty search committees on the need to conduct search processes that provide fully representative samples in applicant pools. Through these efforts, FORWARD has helped search committees identify new women faculty candidates

for positions, especially in the STEM disciplines, which have previously been underrepresentative of women. The group established a mentoring program for women faculty that provides them with opportunities to meet with more experienced (men and women) faculty who are committed to helping them be successful here at NDSU—through their research, teaching, and ongoing professional development activities. These mentoring relationships can not only assist in the retention efforts for women faculty, but can also help in guiding them through career advancement—receiving tenure and promotion or advancing into administrative roles at the University. All of these efforts are instrumental in the **I**dentification, **D**evelopment, **E**ncouragement and **A**dvancement of women leaders at NDSU.

FORWARD pushed for the development of several on-campus lactation rooms (a benefit for all women on campus) and the expansion of the campus childcare facilities and hours of operation. These two issues had long been cited by women faculty as problem areas in creating a truly inclusive, welcoming environment for women on campus. FORWARD continues to advocate among administrators for the development of an inclusive family leave policy.

In August 2008, FORWARD learned that they were recipients of a \$3 million National Science Foundation (NSF) ADVANCE grant. The funds received from this grant will directly impact the status of women faculty at NDSU in recruitment, retention and advancement.

IN PICTURE: The 2009 ACE Network Award recipients are the NDSU FORWARD Program (left to right): Evie Myers, Vice President of Equity, Diversity, and Global Outreach; Charlene Wolf-Hall, Associate Professor of Veterinary and Microbiological Sciences; Canan Bilen-Green, Associate Professor and FORWARD Coordinator; Elizabeth Birmingham, Associate Professor of Industrial and Manufacturing Engineering; Ann Burnett, Director of Women's Studies at NDSU. Photo taken by Lisa Helfert for ACE.



Alumna Board Service—Pathway for Preparation

Dr. Georgia Lesh-Laurie

Chancellor Emerita

University of Colorado, Denver

As a bright-eyed, yet professionally inexperienced, young administrator, I was uniquely honored--and silently pleased as punch--when my alma mater called inviting me to become a member of its Board of Trustees. Little did I realize at the time that the experiences I was about to have would prepare me, better than any other single activity, for my roles as a senior administrator and chancellor.

Working with my fellow Board members was much more like working with a corporate group than any faculty/staff/student group. They were quick to act, wanted only the pertinent facts, and then made decisions. We had very tight agendas and worked amazingly fast in considering long-term and far-reaching decisions. Their prejudices were top down, and although they enjoyed immensely interacting with faculty and students, I was somewhat surprised by how rarely they actually sought out meaningful and considerate input.

With no previous corporate, managerial experiences, this was initially quite a foreign work style for me. I became the self-appointed "faculty/staff inputter" to the Board, and we began a long and, to me, extremely meaningful learning exercise.

My initial finding was that the Board felt a genuine kinship with the institution's president/chancellor. He/she was their appointee and they assumed significant responsibility for his/her performance. They also believed that this person should be compensated as a CEO, irrespective of what money remained available for faculty/staff raises.

I also quickly learned what topics were of most interest to the Board. As I previously noted, although

fascinated by academics and student support services, their major interests were in the areas of finance, facilities maintenance, and technical infrastructure. And they took their fiduciary responsibilities very seriously. They were particularly sensitive to how these decisions might, or might not, be attractive to future students.

As most of the Board members were businessmen, they thought like businessmen. Compared to the nearly endless "discussions" that may occur in faculty committees or meetings, the Board discussed things only until arguments began to repeat---then it was decision-making time.

The Board was amazingly well prepared for their meetings. They had read the materials sent to them--and appeared genuinely appreciative of additional information supplied to them by the college and university community.

All in all, my 15 year Board period was a truly marvelous experience and a great learning exercise for future administrators. Most senior college/university administrators work with, or for, a Board. I met and interacted with some true corporate "movers and shakers" and learned a great deal about how they think and how they consider an institution of higher learning!

Of all my Board experiences, probably the financial issues served me best as an educational administrator. Not trained in finance (except for grant writing), I learned the comparative combinations of numbers that businesses use to indicate fiscal strengths, and those that do not. I learned to request and examine the percentages of money allocated that had been spent by specific

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time periods--and to seek explanations for any obscure figures. Bottom line meant bottom line and those who spent without that recognition reaped the rewards of no longer holding the position they had previously attained. And, I learned NOT to spend

endowment principal, despite the few real temptations I encountered.

NOTE: Dr. Lesh-Laurie has relocated to Ohio and can be reached via email: glaurie4@mac.com



Wiki Tool for State Networks *Information & Resources*



Debra Louallen-Cole
Program Associate
American Council on Education
Office of Women in Higher Education

Gloria Thomas
Director
The University of Michigan
Center for the Education of Women

One electronic method that the ACE Office of Women in Higher Education has established to assist the State Networks across the country to keep in touch is the ACE wiki. OWHE has a page on the ACE wiki, which you can access directly at the link below: http://acewiki.org/~acewiki/index.php?title=Office_of_Women_in_Higher_Education

Alternatively, you can access the ACE wiki from the OWHE web page by clicking on ACE State Networks under Program Initiatives, then clicking the link for ACE/OWHE wiki.

Either way you get there, you will find lots of useful information, including a link to the State Coordinators Handbook, individual state pages for all the State Networks to share any information that might be archived about their own Network, and a link for upcoming State Network events.

NOTE: You will need to create a user account and login for yourself. There is a lot of spam that comes into the ACE wiki, so ACE is forced to block unauthorized contributors. If you do not have a login name, chances are you will be blocked from contributing.

So, while you're thinking about it now, add the url for the OWHE wiki to your favorite web pages. Return often and don't hesitate to add any pertinent information about programs, events, bylaws, or other information you would like to share with other State Networks. These state pages are for you.

**CREATE YOUR USER ACCOUNT
TODAY!!**

Editor's Notes



Cynthia Forrest
Consultant, Higher Education

This edition captures the rich traditions that link our State Networks—the national conference, the annual awards and the women leaders' stories. These powerful customs celebrate the very best of our national and state network bonds. As we manage during these difficult times, the ACE/OWHE National Networks' resources and support garnered from our professional involvement within our states and across the nation continue to provide inspiration and great wisdom. In fact, our wisdom and traditions are truly the strength and purpose that guide and propel our networks forward in advancing women in leadership positions.

To support our work within our state networks, the ACE/OWHE staff members have continued to develop tools to assist us in service to women. Debra Louallen-Cole and Gloria Thomas, former Associate Director of OWHE, have collaborated in this edition to highlight the ACE/OWHE wiki. We encourage state coordinators to establish an account that will give access to the manual and other resources to support your work.

We invite your special attention to the ACE/OWHE women veterans' initiative. As Director of the ACE/OWHE, Donna Burns Phillips is leading in an effort to advocate and prepare for services designed to support returning women veterans. The survey that she and her colleagues have crafted provides a strategy to investigate the best practices and services currently provided by campuses. These data will be helpful in the national initiative to respond to the growing needs of women veterans. We need everyone's support in distributing this survey to campuses in your state.

In this edition, we have the rich stories shared by Elaine Maimon, Helen Williams, and Georgia Lesh-Laurie. From each leader, we find the passion for reflective learning as well as the openness for new adventures with each new position and professional opportunity. We also learn how each leader

savored the lessons gleaned from others as they continued to prepare and advance in their journey.

Also in this edition we highlight the national celebrations that occurred prior to and during the Women's Leadership Dinner as we honored Peggy Williams, President Emerita of Ithaca College, as the 2009 Donna Shavlik Award recipient as well as the National Network Award winner—University of North Dakota FORWARD Program leaders.

During the evening celebration, we also recognized Donna Shavlik, whose presence and support continue to benefit our work. We thank Gloria Thomas, Director of the Center for the Education of Women at the University of Michigan and *NetworkNews* Editorial Board member, for her article that captured the delightful descriptive treasures that Peggy's nominators shared during the presentation.

In our next edition, we will feature the highlights shared by Wilma Mankiller, first female Chief of the Cherokee Nation, during her 2009 Women's Leadership Dinner keynote address. Additionally, we will share a talk presented by Judy Touchton, former Director of the Office of Women. Finally, we will feature the work of the University of California Pipeline Initiative. We welcome your stories and network happenings.

As the end of the semester is rapidly approaching, we hope that the many year-end campus celebrations, honoring the wonderful accomplishments of students, faculty members, alumni, and administrators, will bring great joy and set aside for a brief time the fiscal challenges to focus on the real blessings of our true calling—the education of students and the support for this process.

We look forward to learning of your great work in service to the women in your states. Please share your stories and pictures so everyone can gain from your wisdom.

UPCOMING EVENTS

May 15, 2009	ACE Minnesota State Network, Regional Conference at Winona State University, Winona, MN/Contact: Becky Copper bcopper@smumn.edu
May 29, 2009	ACE Virginia State Network, Annual State Conference at Virginia State University, Petersburg, VA/Contact: Jeanie Kline jkline@umw.edu
June 8-9, 2009	ACE/OWHE Michigan Network Annual Conference in James B. Henry Center, Lansing/Website: http://ace.cmich.edu/conferences.shtml
June 9, 2009	ACE/OWHE Massachusetts Network Presidents Panel and Dinner at Wellesley College Club/Contact: Lily Hsu Lily.Hsu@mcphs.edu
June 17-19, 2009	ACE/OWHE National Forum in Washington, DC For more information go to the OWHE website: ACE OWHE Forums
June 21-27, 2009	ACE Minnesota State Network, Midwest Women's Leadership Institute (MWLI) at Minnesota State University-Mankato. For more information go to the MWLI website at http://mnsu.edu/mwli/
September 18, 2009	ACE DC Network, Women Administrators in Higher Education (WAHE) Annual Conference, National Center for Higher Education, Washington, DC/Contact: Laura Wilcox lwilcox@cic.nche.edu
October 1, 2009	ACE OWHE New England Networks Regional Conference at Wellesley College/Contact: Darcie Miles darcie.miles@lsc.vsc.edu
October 14-16, 2009	ACE/OWHE Regional Forum in Miami Gardens, Florida For more information go to the OWHE website: ACE OWHE Forums
October 16, 2009	ACE/OWHE Nevada State Network Annual Conference at The College of Southern Nevada, North Las Vegas, NV/Contact Dr. Joan McGee joan.mcgee@csn.edu or call (702) 651-5966
November 5-6, 2009	ACE Ohio Women's Network Annual State Conference, Denison University, Granville, OH/Contact: Linda Steele, steelel@franklin.edu or go to www.aceohiowomen.org

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.

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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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