

Fall 2006

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Message from the Executive Board Chair

Josie Baltodano

Marian College of Fond du Lac (WI)

Greetings! Fall is my absolute favorite time of year! It is always exciting to start a new academic year and to share in the joy of welcoming a brand new class of first-year students at our institutions.

I recently returned from speaking at the 4th annual New England Women Leaders in Higher Education conference at Holy Cross in Worcester, Massachusetts. It was an honor to share the presidents' panel with Interim President J. Bonnie Newman, University of New Hampshire, and President Katherine (Kay) Sloan, Massachusetts College of Art. We were asked to respond to Dr. Claire Van Ummersen, Vice President of the Center for Effective Leadership at ACE, and her thoughtful keynote address focused on women's leadership and strategies for future opportunities. Claire's presentation was warmly received because she provided great strategies and best practices for all of us who are intent on providing the strategic vision and implementing strategic plans at our respective institutions. Her presentation was so enthusiastically received that many of the participants asked for a copy

of her talk. Therefore, as a service to all of you, we will be including half of her written remarks in this edition and the remainder in our February publication.

I thoroughly enjoyed the opportunity to meet with over 80 New England women leaders who are so deeply committed to making a difference. All over the country, these types of leadership development programs continue to grow and serve as a source of support for women who wish to contribute to their institutions in a meaningful manner. Improving the status of women is linked with promoting leadership growth and development through our many network programs. I look forward to learning of your successes and future plans!

Warm regards,

Josefina Baltodano, J.D.
President
Marian College of Fond du Lac



News from OWHE: Iowa and Kansas State Conferences

Donna Burns Phillips

Director, Office of Women in Higher Education

In October, I visited Wichita State University for the Kansas Network Conference at the invitation of Sharon Iorio. Additionally, I joined in the first state network conference for the state of Nevada at the invitation of its State Coordinator, Tamara Valentine.

Both events were very well planned and well-attended. They provided a very dynamic and inspiring experience for all participants. I'd like to extend my public congratulations to both Sharon and Tammy!!!

Call for Nominations

ACE Network Award for the Advancement of Women in Higher Education

Nominations are sought from members of the ACE Network and the higher education community for the annual ACE Network Award for the Advancement of Women in Higher Education.

This award recognizes an outstanding, innovative, and visionary **PROGRAM** sponsored by a state ACE Network or by a college or university.

The honored program will have demonstrated leadership and documented commitment to the advancement of women through initiatives that identify, develop, encourage, advance, link, and support women in higher education. It will also demonstrate a sustained impact on the advancement of women.

To nominate a program for this award, submit a nomination form and a narrative statement. For consideration, the nomination packet (nomination form and narrative statement) must be submitted by **December 15, 2006**.

Click here for nomination packet:

http://www.acenet.edu/AM/Template.cfm?Section=Identifying_Leaders&Template=/CM/HTMLDisplay.cfm&ContentID=2138#network

The Donna Shavlik Award

The American Council on Education's (ACE) Office of Women in Higher Education (OWHE) is pleased to invite nominations for the Donna Shavlik Award. Established to honor a long-serving director of OWHE, the award recognizes sustained and continuing commitment to women's advancement in higher education, either in colleges and universities or in national positions. The 2006-2007 Donna Shavlik Award will be presented at OWHE's Leadership Dinner on Saturday, February 10, 2007, at the ACE 89th Annual Meeting in Washington, DC.

We seek nominations of **INDIVIDUALS** who have demonstrated their leadership and commitment to the advancement of women through actions or initiatives enhancing leadership development, campus climate, career development, or mentoring programs for women. Nominations must include the nomination form, providing contact information for both the nominee and the person making the nomination. In addition, submissions must include a letter of endorsement or short narrative statement that addresses the criteria described above.

Nominations must be received by OWHE no later than **December 15, 2006**. Click here for nomination packet:

http://www.acenet.edu/AM/Template.cfm?Section=Identifying_Leaders&Template=/CM/HTMLDisplay.cfm&ContentID=2138#shavli



Women Leaders and Change

Claire Van Ummersen

Vice President, ACE Center for Effective Leadership

At the current time in higher education there is no dearth of challenges our institutions must confront – from constrained resources to global competition for students and faculty; the increasing call for accountability; a real lack of understanding of the complexity and increasing costs of providing services; assessment of learning outcomes; the plethora of new reports – The Gathering Storm, the Spelling Commission Report, the National Academy of Sciences – layered on top of the “normal” challenges we face from the usual tinkering with Higher Education Reauthorization, changing financial aid rules and the ever increasing pressures to focus on work force preparation and state and community needs.

Given these challenges, presidents must weigh the opportunities presented by new technologies, new partnerships with other academic and cultural institutions, as well as with community organizations and the corporate sector. Furthermore, there are increasing pressures to play an even more essential role in economic development by fostering a climate where scientific breakthroughs and technological innovations lead to technology transfer to improve lives and the general standard of living. At this critical juncture, as globalization accelerates, the economic advancement of our nation depends upon the research carried out in our university laboratories and the human capital development taking place in our classrooms, on-line and at a distance.

Such challenges require strong and forward-thinking leaders. They must craft a vision consistent with institutional mission to excite and motivate faculty, staff and students to share in the strategies to achieve established goals. For if the focus on mission is lost, then the institution becomes a mere business dispensing a product rather than embodying the purpose for which it was founded. Leaders struggle with these tensions between balancing the bottom line and achieving mission priorities. The need for balance has never been greater. Solutions to these tensions

will vary in different types of institutions given their missions, capacities, and abilities to access different possible sources of revenue and strategies for moving forward their leader’s vision.

So, what are the characteristics of such successful leaders? These presidents are:

- **Mission focused and able to lead in ways to advance their institutional mission in a changing world.**
- **Innovative in management and stewardship of the institution exercising openness to new ideas, creativity and opportunities.**
- **Pragmatic toward efficient and effective management—constantly searching for administrative efficiencies, partners, and sources of revenue that can advance their missions.**
- **Willing to terminate outdated programs and processes and reallocate resources to new and promising activities.**
- **Prudent risk-takers to advance mission priorities**
- **Able to communicate clearly and assist faculty in understanding how to balance academic and entrepreneurial cultures—the former where ideas are examined and debated and where ideas by themselves have value; the latter takes risks and creates value through the application of ideas. Leaders must find ways for both to thrive and reinforce one another to achieve mission priorities.**
- **Confident to engage trustees, administrators and faculty in committing to transform organizational structures, culture and direction to move the institution forward successfully.**

Women leaders possess many qualities that fit this mode of operation well. They are more courageous, have less need for ownership and the list could continue.



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I recently came across an interesting study carried out by Fisher and Koch and reported in their book, *The Entrepreneurial President (2004)* and in a doctoral dissertation completed in 2004 by McAdory. They compared 300 successful and effective presidents with a control group of more than 300 presidents who were not designated as having achieved success by a team of 1000 experts. This research found that successful presidents were disproportionately entrepreneurial. These presidents were:

- **Viewed as intelligent risk-takers**
- **Noted for their innovative approaches to leadership challenges**
- **Willing to put their reputations and even their jobs on the line to improve their institutions**
- **Successful in measures of institutional effectiveness**
- **Able to raise more money**
- **Able to raise the quality of their student bodies**
- **Able to grow their institutions more rapidly than similarly situated colleges and universities.**

The surprise in their study was that female presidents (136) on a variety of measures were found to be more entrepreneurial than male presidents.

- **10% more female presidents put themselves and their jobs at risk**
- **10% more female presidents were likely to violate the status quo**
- **5% were less inclined to believe in rigid adherence to organizational structures**
- **10% were more likely to be international in outlook.**

Women presidents were substantially more likely than male presidents to develop friendships with people who were perceived as different and to encourage creative individuals with whom they might have disagreed. Female presidents were more tolerant of unusual individuals who did not fit the conventional academic mold. The researchers also noted that female presidents defined entrepreneurial leadership more broadly than their male counterparts. Male presidents were more inclined to

focus on financial or enrollment entrepreneurship whereas female presidents extended their view to include new ventures and risk taking in curriculum, student social programs and living arrangements, community involvement and faculty appointments, promotion and tenure. "Their attitudes, values and actions portray broader notions of how one can inspire institutional change and improvement." (Fisher & Koch, 2004)

How do entrepreneurial presidents, both male and female, bring about transformational changes within their institutions?

I can think of no better way to achieve this essential focus than to engage campuses in strategic planning. Done well, it provides a blueprint for areas of emphasis, distribution of resources and identifies sources of new or reallocated funds that can shape a certain future for a college or university. There are a number of ways to develop a process and I don't have time to talk about them today. Rather, I would like to focus on key elements, which I believe are common to all of them. Even these will require tweaking depending on the campus culture and size of the institution. The intimacy a president of a small college—one who can put all 25 of his faculty on his veranda—can achieve is not possible in an institution where the faculty might number 8-10 thousand. Remember that the process is as important as the content.

Strategic planning is perhaps the most important agenda a president undertakes. Presidents set a tone and shape the vision that is grounded in the values and mission of the college or university. This positive energy, this public pride celebrates the successes of the institution. This part of the process must be followed by review and assessment of both of these core items. Do we all still hold these core values? Is the existing mission appropriate given both external and internal circumstances? Does it need tweaking; or must it change to reflect current reality – a changed environment? The vision of the future flows from this firm base. Remember that this is a change process. Both organizational structure and culture must change to meet new demands.

(NOTE: Part II of Dr. Van Ummersen's talk at the New England Networks Conference regarding the strategic planning process will appear in the February 2007 Edition of *NetworkNews*.)



Salary Inequities for Women in Academe Persist

Gloria Thomas
 Associate Director,
 ACE Office of Women in Higher Education

Findings from the Data

According to the latest American Association of University Professors (AAUP) data on "Average Salary for Men and Women Faculty, by Category, Affiliation, and Academic Rank, 2005-06" (*Academe*, 2006, p. 38), at four-year institutions—including doctoral, master's, and baccalaureate, as well as two-year institutions, of all types (i.e., public, private/independent, and church-related), women at almost all ranks, both tenured and non-tenured earn significantly lower salaries than men (see table on p. 8).

Interestingly, the gender gap in salaries is most pronounced at private/independent two-year colleges among lecturers where males earn an average of \$11,920 more than female lecturers. When analyzing the average differences in salaries across the various ranks at private/independent two-year colleges, males earn an average of \$7042 more than women across all ranks.

The two other areas where salary inequities are also enormous for women, not so surprisingly, exist at doctoral universities among the full professors at both private-independent and church related institutions where men earn an average of \$11,554 more at private/independent, and \$11,336 more at church-related doctoral universities than women earn. Also not so surprising, across all ranks, doctoral universities consistently report the widest pay gaps between males and females. The largest pay gaps are documented at private/independent doctoral universities where men across all ranks earn an average of \$6,634 more than women across all ranks. In second place for the largest salary inequities in this category are the church-related doctoral universities where men earn an average of \$6291 more than women across all ranks. Third, at the public doctoral universities, men earn an average of \$5,332 more than women across all ranks.

The same pattern exists at master's universities where the widest gaps between men and women's salaries are at the private/independent and church-related institutions, followed by the public master's universities. At the private/independent master's universities men across all ranks earn an average of \$3,164 more; at the church-related universities, \$3,114 more, and at the public universities, \$2,197 more than women across all ranks.

At baccalaureate colleges, the pay gaps are not as wide, nor does the same pattern of the largest gap at private/independent, then church-related, then public institutions persist. Instead, at the smaller baccalaureates, the public colleges record the largest salary inequities for women at almost every rank. The other departure from the pattern discussed for doctoral and master's universities is that at church-related baccalaureates, women at the associate professor and instructor ranks earn, on average, higher salaries than men in the same ranks.

At two-year colleges, as previously indicated, the most egregious pay gaps exist among lecturers at private/independent two-year institutions. The gaps are also quite wide across all ranks at these institutions where men earn, on average, \$7,042 more than women. The salary gaps persist across almost all ranks at two-year public institutions with the only exception being at the lecturer rank where women lecturers, on average, earn \$388 more than male lecturers. Faculty salary data were not reported for two-year church related colleges. Nevertheless, the pattern of salary inequities for women at two-year institutions looks more like the pattern at doctoral and master's universities than at baccalaureate colleges

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Discussion of the Findings

The salary data show us that women, on average, are most likely to endure salary inequities at private/independent two-year colleges and four-year doctoral universities, as well as church-related doctoral universities.

In general, public institutions report the smallest pay gaps between men and women. At doctoral universities, master's universities, and two-year colleges this is the case. Because faculty salaries at public institutions are open to public records, it is likely that leaders at public universities endure greater accountability from their various stakeholders to address salary inequities for women more than what occurs at private and church-related institutions. At baccalaureates, however, the salary inequities are larger at public institutions than both private/independent and church-related baccalaureates. This is most likely due to the fact that the majority of the baccalaureate colleges are private/independent or church-related, with a very small proportion falling in the public category, thus skewing the findings.

On the whole, women appear to receive fairer treatment with respect to compensation at public institutions than in the private/independent and church-related sectors, with the exception of baccalaureate colleges. Again, excluding baccalaureates because so few of them are public, the general trend at public institutions is that salary disparities widen with the selectivity of the institution type. Thus, inequities are smallest at public two-year colleges, larger at public master's universities, and largest at public doctoral universities.

Among the tenure-track and tenured faculty at all institutions types and sectors, there is no clear trend of the salary inequities increasing simultaneously with faculty members' career progression. In other words, the gaps do not consistently start out at the assistant professor level and progressively widen as faculty ascend to associate professor rank and then to full professor rank. In some cases the salary gaps are smaller at the associate professor ranks across various institutions types and sectors than they are at the assistant professor ranks. It is, however, consistently the case that salary inequities for female full professors at all institution types and sectors are among the largest. This is not surprising because

women are severely underrepresented at this rank of the professoriate. The huge gap at two-year private/independent colleges among male and female lecturers' salaries is difficult to explain. In general, the big differences among male and female lecturers' salaries at all institution types and sectors that does not exist for male and female instructors is likely due to the male-dominated, business and industry-related disciplines in which male lecturers are more likely to teach (i.e., business, engineering, and technology schools and programs). On the other hand, instructors may be more likely to be appointed in foreign language, composition, and other arts and humanities programs that are not as generously compensated. But the enormous difference in male and female lecturers' salaries at two-year private/independent colleges truly deserves further examination.

If I might briefly summarize some of the research that has been conducted on salary inequities for women faculty, the studies have explained (in no particular order) that women faculty members receive lower salaries than men because...

- **They don't negotiate the highest possible salaries at the beginning of their academic appointments.**
- **They are not as mobile as men because of family ties and as a result are less likely than men to use an outside offer as leverage for a salary increase at their current institutions.**
- **They frequently start their academic careers later in life than men, thus, do not have as much "time in career" to increase their salaries at the same rate that men do.**
- **They are more likely to stop out of their careers; reduce their appointments to less than full-time (i.e., hold part-time positions) and as a result, earn lower salaries, or even no compensation, at various points in their careers.**
- **They are not awarded as many research grants as men, thus not as likely to supplement their institutional base salaries.**

In spite of the possibly rationale explanations (or inexcusable explanations), you should find out if men's salaries far exceed women salaries for comparable positions on your campus. These data are available at the public's request at state funded

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colleges and universities. Also, AAUP has recently published *AAUP Faculty Gender Equity Indicators 2006* with data on faculty salaries at institutions nationally. These data can be found using the following link: <http://www.aaup.org/AAUP/pubsres/research/geneq2006.htm>.

Should you find huge disparities between male and female salaries on your campus, consider spearheading a committee to initiate a longitudinal study to explain and eventually obliterate the differences. It only takes a dedicated few to make a real difference. Fortunately, the case for gender salary equality is so much easier to argue when the data of existing inequities are available.



Summary of Recent Report: *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering*

Gloria Thomas
Associate Director,
ACE Office of Women in Higher Education

In late September, 2006, the National Academy of Sciences, National Academy of Engineering, and Institute of Medicine of the National Academies released a prepublication copy of a critically important report: *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering*. The report was drafted to address the serious attention needed to the low representation of women in leadership positions in academic institutions, scientific and professional societies, and honorary organizations. *Beyond Bias and Barriers* is one of the best compilations of research findings on cognitive learning of females as well as a thorough review of the research literature on biological and social/cultural gender differences that influence outcomes for academic success for women. The focus of the report is on persistence and success for women in science and engineering and it includes an array of recommendations of what institutions and associations can do to positively influence the potential of women in science and engineering. The recommendations are generated from some of the best practices in place throughout higher education across the country where the issue

of recruiting and retaining women in science is seriously being tackled. The report is available from the National Academies Press at <http://www.nap.edu/catalog/11741.html>.

This report was authored by the Committee on Maximizing the Potential of Women in Academic Science and Engineering, National Academy of Sciences, National Academy of Engineering, and Institute of Medicine.

The study was sponsored by the Office of Research on Women's Health at the National Institutes of Health; Eli Lilly and Company; National Science Foundation; Ford Foundation; and the National Academies. The Academies comprise the National Academy of Sciences, National Academy of Engineering, Institute of Medicine, and National Research Council. They are private, nonprofit institutions that provide science, technology, and health policy advice under a congressional charter. President of the University of Miami, Donna E. Shalala, served as the Chair of the Committee on Maximizing the Potential of Women in Academic Science and Engineering

Faculty Members' Salaries by Gender (in Dollars) at Doctoral, Master's, Baccalaureate, and Two-Year Institutions

Doctoral Universities

	All Combined			Public			Pvt/Ind			Church Related		
	F	M	\$ Diff	F	M	\$ Diff	F	M	\$ Diff	F	M	\$ Diff
Prof	100,318	110,343	10,025	93,980	103,441	9,461	121,929	133,483	11,554	104,945	116,281	11,336
Assoc	70,076	75,547	5,471	67,652	72,839	5,187	80,288	86,652	6,364	73,992	79,515	5,523
Asst	59,632	65,128	5,496	57,506	62,713	5,207	67,885	74,812	6,927	63,135	67,202	4,067
Instr	41,357	43,557	2,200	39,916	41,803	1,887	46,149	46,916	767	52,234	55,260	3,026
Lect	45,863	51,555	5,692	44,529	49,445	4,916	51,582	59,138	7,556	44,352	51,856	7,504

Master's Universities

	All Combined			Public			Pvt/Ind			Church Related		
	F	M	\$ Diff	F	M	\$ Diff	F	M	\$ Diff	F	M	\$ Diff
Prof	77,464	81,446	3,982	76,601	79,801	3,200	84,564	90,346	5,782	74,294	79,926	5,632
Assoc	61,716	64,634	2,918	61,189	63,772	2,583	64,963	68,675	3,712	60,256	63,627	3,371
Asst	51,809	54,183	2,374	51,671	54,006	2,335	53,833	56,135	2,302	50,211	52,718	2,507
Instr	40,000	40,728	728	39,126	39,890	764	43,967	44,401	434	41,471	41,822	351
Lect	42,573	44,856	2,283	42,409	44,512	2,103	43,743	47,332	3,589	44,118	47,826	3,708

Baccalaureate Colleges

	All Combined			Public			Pvt/Ind			Church Related		
	F	M	\$ Diff	F	M	\$ Diff	F	M	\$ Diff	F	M	\$ Diff
Prof	74,543	78,202	3,659	70,366	74,780	4,414	84,999	88,948	3,949	64,064	67,521	3,457
Assoc	60,145	60,022	-123	58,592	60,804	2,212	64,482	65,126	644	56,520	54,602	-1,918
Asst	48,620	50,264	1,644	48,281	50,711	2,430	52,224	53,930	1,706	45,440	46,324	884
Instr	39,827	40,519	692	39,355	40,716	1,361	42,839	44,039	1,200	38,592	38,333	-259
Lect	43,948	45,192	1,244	42,450	44,055	1,605	51,088	52,409	1,321	37,074	39,014	1,940

Two-Year Colleges

	All Combined			Public			Pvt/Ind			Church Related		
	F	M	\$ Diff	F	M	\$ Diff	F	M	\$ Diff	F	M	\$ Diff
Prof	64,230	67,749	3,519	64,177	67,645	3,468	70,039	79,293	9,254	n.d.	n.d.	n.d.
Assoc	52,333	54,576	2,243	52,346	54,456	2,110	52,807	59,353	6,546	n.d.	n.d.	n.d.
Asst	46,483	47,670	1,187	46,541	47,750	1,209	45,875	47,371	1,496	n.d.	n.d.	n.d.
Instr	39,770	40,545	775	39,955	40,643	688	33,479	39,474	5,995	n.d.	n.d.	n.d.
Lect	45,036	44,837	-199	45,166	44,778	-388	41,257	53,177	11,920	n.d.	n.d.	n.d.

Getting Involved: Tactics for Michigan's Network Institutional Representatives

Pamela Eddy

Michigan Regional Representative

In Michigan, the ACE Network established a regional concept in 2004 to help support the efforts of individual institutional representatives. The state was divided into six regional areas to allow for approximately 10-15 universities to be covered by each section. This change in structure gave each of the institutional representatives a group support system through smaller regional meetings. At the meetings, the institutional representatives share best



practices, ask questions, and engage in regional goal setting on topics of mutual interest. Moreover, it allows regional institutions to sponsor an event and open it up to other colleges for both

increased participation and the sharing of resources.

I serve as the Regional Representative for the mid-Michigan region, overseeing the efforts of the 10 member universities in this area. Marlene Kowalski-Braun currently serves as the Institutional Representative for Grand Valley State University and is the Director of the Women's Center at GVSU. Below we present some of the practices that have worked for the colleges and universities in Michigan in hopes that others can borrow from these practices. Following is a list of tactics we have employed with success:

- Create a listserv for women on campus that allows for quickly sharing information.
- Host a women's welcome reception at the beginning of the academic year and introduce the ACE Network, along with other women's organizations on campus.
- Survey campus members to determine what programming topics they desire and what format they prefer, e.g., brown bag lunch, half-day workshop, etc.
- Meet with the college president to determine areas of special interest and to solicit financial support.
- Partner with other groups on campus to sponsor events, e.g., women's center, history department for women's history month, volunteer center.

- Use the ACE Network to find speakers for workshops and presentations at the ACE state-wide conference.
- Rotate workshops among several colleges to spread out the workload.
- Provide scholarships for women to attend the ACE state-wide conference.
- Start a book club focusing on readings about women and leadership.
- Create an ACE Network committee at each member college or university to assist the Institutional Representative and to get others involved.
- Sponsor a wine and cheese party in which you ask a list of 10 people from diverse circles on campus, who then each ask another person, and so on.
- Start each meeting with a fun activity that leaves people wanting to come back.
- Utilize institutional communications to explain the purpose of the ACE Network and how to get involved, e.g., monthly university newsletter or e-mail messages.

The regional concept in Michigan has helped to spark more interest in the ACE Network on individual campuses. The philosophy around the development for this concept revolves around the building of relationships. The mid-Michigan region initially started with a core of six colleges and universities. We targeted increasing the number of Institutional Representatives as a first year goal. A letter of invitation was sent to the president and concurrently individual connections were made with the highest placed woman within the organization or to a woman with whom a connection was already established. An informal luncheon was held with the new institutional contacts and several seasoned ACE volunteers. The basis of this relationship building allowed for the region to quickly expand to 10 institutions. What has made these institutions stay involved is the high level of regional activity—everyone can see what they are getting from the relationship both on a personal level and for their institution.

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Central to the success of the regional concept has been regularly scheduled fall and spring regional meetings. These meetings rotate among the member institutions and serve as a way for the host institution to sponsor an event and for the other representatives to increase their network within the state. We won't kid you—it was hard getting people to attend the first meeting. With much cajoling and the setting of the first regional meeting in the resort town of Traverse City as an incentive, the first mid-Michigan regional meeting set the tone for subsequent sessions. The attendees noted how the day served to recharge them personally and how the sharing of ideas allowed them ways in which to think about programming on their own campuses.

We just held our fourth regional meeting using the established format. As the Institutional Representatives shared what they were doing on their campuses, you could sense the high level of synergy growing. Members were able to provide suggestions to other representatives for activities to try on their campuses, opened up invitations to attend events already scheduled, and developed group activities for the spring meeting. In addition, individual mentoring visits were scheduled to allow representatives a chance to visit another campus and to get a sense of operations there. What was particularly gratifying was to hear of the number of promotions of women occurring on Michigan campuses!

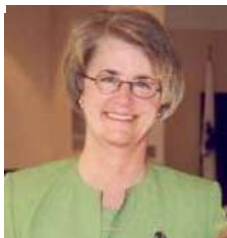
The format that has worked successfully for the regional meetings was to set up a meeting for the Institutional Representatives in the morning and then have the host institution sponsor an open workshop in the afternoon. Workshop topics have included: *Presidential Reflections: The Route to the Top Position*; *Academic Motherhood: Managing Complex Roles*; and *Communicating for Change*. Since the workshops rotate, assuming the responsibility for organization occurs once every three years for each Institutional Representative. Each institution has been successful in obtaining presidential support for the workshop, which has allowed attendance to be open and free of charge. Institutional Representatives promote the event on their campuses and often secure a van to bring a large number of women to the open workshop session. The travel time allows for bonding among women at the college and serves as a time for idea generation as well.

The last evolution of the regional concept was the establishment of a Director of Regional Representatives. Dianne Mark, Central Michigan University, currently fills this role. In this capacity, she helps coordinate regional activities and brings together the Regional Representatives to share what has worked for their areas. Again, this provides another place for collaborations and the sharing of ideas.

The efforts in Michigan have been successful given the foundation of relationship building within and among institutions. The networks established allow individuals to see the processes involved on other campuses and to borrow from these best practices. The state conference hosted in June of each year allows for another opportunity to meet as a region and to establish goals for the year. The high quality of the conference sessions brings back people each year. The fact that many of those within the region have an established bond with others in the area makes the Annual Conference seem like a reunion. These involved women then are active in engaging others in their institutions and network plus promoting attendance at the conference and getting involved themselves. The strength of the state organization rests on the foundation at the institutional level. When individuals get involved, they stay involved. Kenya Ayers, the past State Coordinator for the MI ACE Network, will be the first to tell you how surprised she was to find herself leading the organization after her initial involvement at her institution.

For us, the key to success on our campuses has been the support of the state and national network. The benefits have been increased networks in the state, which have the side effect of being helpful for our work as well! Perhaps the single biggest piece of advice is to just ask others to be involved. You will be surprised by what a group of volunteers will do to help you out—leading efforts on a campus are never a solo event. Begin with one person and go from there! The result is worth the effort—enhanced opportunities for women in higher education leadership.

For this article, special thanks go to **Marlene Kowalski-Braun, Institutional Representative; State Conference Planner** for her collaboration and contributions.



Editor's Notes

Cynthia Forrest
Consultant, Higher Education

This edition is dedicated to exploring the status of women in the academy. Our contributors have explored some important information that we hope serves as a resource for the members of your state networks. Gloria Thomas captured the important trends for our consideration in her presentation and review of the current data regarding faculty salaries. Her brief overview of the recent report *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering* highlights this important resource.

We thank Claire Van Ummersen for sharing her thoughts on women's leadership. This article is Part I of a talk she delivered at the New England Networks Conference held at the College of the Holy Cross on September 28, 2006. We look forward to hearing from you regarding other topics that will support the work and challenges facing women leaders in your state.

Please send your ideas, an article, book review or other items to the *NetworkNews* Advisory Board via my email: <mailto:cynthiaforrest@hotmail.com>

ACE/OWHE National and Regional Leadership Forums

ACE National and Regional Leadership Forums are the hallmark programs of the Office of Women in Higher Education (OWHE). ACE/OWHE National Leadership Forums are designed for women administrators whose next logical move is to a presidency, vice presidency, major deanship, or other comparable senior executive position in higher education. ACE/OWHE Regional Leadership Forums are geared toward moving women into associate deanships, deanships, and associate academic officer positions. Twenty women are selected for each seminar. Participants may be nominated by their institutions, state Network programs, or colleagues. They also may apply directly. National Forums are held in June and December, while Regional Forums are held in March or April and October.

For more information:

<http://www.acenet.edu/AM/Template.cfm?Section=OWHE&Template=/CM/HTMLDisplay.cfm&Conte>

SAVE THE DATE



ACE Network State Coordinators Leadership Development Conference
February 10-11, 2007 in Washington, DC

The annual Leadership Development Conference for all ACE Network State Coordinators will provide opportunities to explore strategies for enhancing and advancing the work of each State Network as we seek to promote leadership development and increase the number of women leaders within all ranks of the academy. Our theme for our networks captured in the **IDEALS** (Identify, Develop, Encourage, Advance, Link and Support) serves as foundation for our current and future work together.

On Saturday evening, February 10th, **the Women's Leadership Dinner, sponsored in part by The New York Times**, will provide the forum for honoring our recipients of the **ACE Network Award for the Advancement of Women in Higher Education** as well as **The Donna Shavlik Award**.

Please mark your calendar for this important event. We hope to have all states represented. More information regarding these events will be forwarded in the near future.

UPCOMING EVENTS

- | | |
|--------------------------|--|
| November 29-Dec. 1, 2006 | National Forum in Washington, DC
Contact: ACE OWHE http://www.acenet.edu/programs/owhe/ |
| November 30–December 1 | 3 rd Annual Meeting of Women Executives in Virginia Higher Education at Sweet Briar College |
| December 4, 2006 | Southern California Network Conference at UCLA
Contact Information: www.csusm.edu.fc/owhe/index.htm |
| January 26, 2007 | Oregon State Network Conference at the Governor Hotel in Portland, Oregon |
| February 2-3, 2007 | South Carolina Network Conference in Columbia, SC
Contact Information: http://www.scwhe.org/conferences.htm |
| February 10-11, 2007 | State Coordinators' Conference in Washington, DC
Contact: ACE OWHE http://www.acenet.edu/programs/owhe/ |
| March 6-8, 2007 | Regional Forum in St. Simon's Island, Georgia
Contact: ACE OWHE http://www.acenet.edu/programs/owhe/ |
| April 27, 2007 | Iowa Network Conference in Ames, Iowa
Contact: Susan Carlson: susanc@iastate.edu |
| June 11-12, 2007 | Michigan ACE Network Annual Conference in James B. Henry Center, Lansing
Contact: http://www.miacenetwork.org/conference2007.html |

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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/>