

Answering the "Call" to Leadership and Preparing for Success

Judith S. Prince, Chair, ACE Network Executive Board



Judith S. Prince

Welcome 2003! A New Year of infinite possibilities for women in leadership! The depth and breadth of information in this issue of NetworkNews will be mirrored at the 2003 State Coordinators Leadership Conference, "Strong Networks 'Strong Leaders," which will be held in Washington, D. C. on February 15th and 16th. Woven throughout the conference will be the theme of the mutually beneficial relationship between strong networks and strong leaders. Strong networks develop and sustain strong leaders; strong leaders create and draw upon strong networks. The 2003 State Coordinators Leadership Conference is guaranteed to challenge us, to provide guidance and structure for our work, to equip us with information we need to work effectively and efficiently, and to motivate us to respond to our "calling" with purpose and direction.

Throughout the year, I address many groups about preparing teachers and nurses, and I refer to indi-

viduals in these careers as being "called" to them, much like preachers are "called" to the ministry. My belief is that people with a deep yearning to make a difference are called to careers that provide service to others. The same qualities can be found in state coordinators and institutional representatives who feel such a passion for diversity in leadership that they are willing to contribute their time and expertise to assure that all women have the opportunity to aspire to and attain senior leadership positions in colleges and universities.

When I speak about the professions to which individuals are called, I emphasize the need for thorough preparation. Similarly, we cannot take on the role of state coordinator without fully understanding the shared vision, common bonds, and common values that link us. We need to understand how the strategies of identification, development, advancement, and support of women should work in our

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Claire Van Ummersen

Message from Claire Van Ummersen: *Vice President and Director, Office of Women in Higher Education*

ACE's new strategic plan, Connections to the Future, outlines succinctly our core values of inclusiveness and diversity and embraces the belief that access to quality education serves as the cornerstone of a democratic society.

ACE's mission—to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives—as well as its strategic priorities—representation, leadership development, and service—easily encompass OWHE's core mission of identifying, developing, encouraging, advancing, linking, and supporting women leaders in higher education.

Within ACE's priorities, four areas of focus have been identified: Access, Success, Equity and Diversity; Institutional Effectiveness; Lifelong Learning; and Internationalization. The first three resonate well with OWHE's focus on serving both emerging women leaders and current presidents. We spend much of our resources working to advance new leaders and making current leaders more successful in what they do through research, service support, and growth and renewal opportunities.

Once the ACE Board had approved the plan, the second phase—developing cross-cutting segment plans for each area of focus—began. Over the last several months the Programs and Analysis group has developed an action plan for implementation. We identified those projects on which we will work across units over the next 1-2 years. Several of these will have OWHE components or will be led by OWHE. For example, our workshop for Women of Color was given first priority, so Bill Harvey (OMHE) and I are working to complete planning for this late-February Summit. One hundred emerging minority women leaders will meet at Berkeley for two days to provide both strategies to increase minority women's impact as leaders in the academy and opportunities for professional development. Our own concept of regional forums holds the number two priority ranking. Within the group of activities there are several others—such as a tracking system for Forum participants (that will benefit us but also may be utilized by other units) and a workshop for provosts.

As you might surmise, there is overlap between the segment plans and OWHE priorities for the coming

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State Coordinator's Perspective

Minnesota *Susan Coultrap-McQuin (Minnesota State University, Mankato)*
and *Barb Lundberg (St Olaf College)*

Imagine arriving at your ACE Network statewide conference and being given paper dolls! This was but one of the innovative ideas that helped launch Minnesota's statewide conference in November. With a conference theme of "Activating Your Network," the pre-conference event encouraged women to move beyond their familiar group of colleagues to meet new women and begin the networking process. As conference attendees mingled, paper dolls were exchanged whenever a member was asked to "tell me about your favorite project." The goal was to be the one who collected the most paper dolls. The evening's winner had collected more than 30 paper dolls—and had begun to form an informal network.

Conference planners incorporated networking themes throughout the day and a half conference. On Thursday evening, 13 women from across the state were honored as "Minnesota's Women on the Go" in recognition of their outstanding leadership in their respective fields. Friday focused on developing specific strategies for networking both as someone beginning a career in higher education and as

someone nearing the end of her career. A lively panel discussion provided insight into how women leaders from various sectors of education have used networks to further their careers both professionally and personally. The keynote speaker, Mary Mahoney, President of Leaders Circle, provided the audience with thoughtful but concrete advice on "making lifelong connections." In recognition of the 25th anniversary of the Network, past state coordinators were honored at the noon luncheon as were those who had served on the executive board.

The conference served to rejuvenate a waning state organization. More than 120 women attended, representing all sections of higher education within the state. Future plans for the Minnesota ACE Network including regional gatherings to be held around the state, the development of a Minnesota ACE Network website, the ongoing use of a statewide listserv, the creation of a statewide database of women in higher education administration, and the development of an e-mail mentoring program.

Ohio Network ACE/OWHE Conference *Patricia A Frick (Otterbein College)*
and *Karla Mugler (University of Akron)*

Over 200 women attended the Ohio Network's Conference, "Breaking the Barriers through Leadership Development," at the Fawcett Center of The Ohio State University on November 15, 2002.

The conference offered participants a variety of interactive sessions on the many dimensions of leadership development, including mentoring, strategies for career advancement, developing one's own leadership style, workplace climate issues, and empowering others to lead.

Dr. Karen A. Holbrook, the newly appointed President of The Ohio State University, welcomed the participants and shared some of her perspectives on women's leadership in academia. Dr. Judith Sturnick, Former Vice President and Director of the Office of Women in Higher Education for the American Council on Education, presented an inspiring and informative keynote address, which focused on her reflections as the president of three campuses, on the necessary personal and profes-

sional resources for effective leadership, and on the continuing need for women to support other women seeking leadership positions in higher education. Over lunch, Dr Jacqueline J. Royster, Associate Dean of Research, Professor of English, and Chair of the President's Council on Women's Issues, outlined some of The Ohio State University's new initiatives to support women and shared insights into her own path to leadership as a scholar, teacher, and administrator.

Other highlights of the conference included a "best practice" leadership development program from the University of Cincinnati as well as a lively roundtable on leadership challenges that women confront in the academic workplace. The Ohio Network was very pleased to support such a large and diverse audience of women through the conference and plans to develop regional workshops to continue the themes of the conference in the future.



Mary Clem
Hennepin Technical College
Cherie Rollings Peck
Minneapolis Community
and Technical College
Mary Riebe
Metropolitan State University



President's Perspective *Madeleine Wing Adler, West Chester University*

In my ten and a half years as president of West Chester University, I have stayed with the management style that matches my convictions and personality. Although I am the University's first woman president, and although four of our five vice presidents and five of our six academic deans are men, I have found broad support for my leadership approach. This approach, which I call Distributed Leadership, is really an attitude more than anything else. It means seeing each person as an expert, as a unique source of knowledge, experience, and wisdom.



Madeleine Wing Adler

Under Distributed Leadership, everyone is responsible and accountable for leadership within his or her area. Not everyone makes high-level decisions; instead, administrators, faculty, and staff make those decisions appropriate to their experience. At some levels the responsibility is fundamentally in sharing information and expertise. But good ideas can come from throughout the University, and many people, rather than a few, share the responsibility for creating and implementing vision and change.

A central goal of Distributed Leadership is for individuals to succeed in a climate of shared vision, teamwork, and respect—an atmosphere in which we can reach out to help one another and also turn to ask for help. In other words, Distributed Leadership supports and strengthens already outstanding individuals.

Distributed Leadership creates an environment in which everyone feels free to develop and share new ideas. One illustration of the payoff for a climate of free exchange is West Chester University's current summer-school policy: providing free room and board to full-time summer students. As is typical of Distributed Leadership, the free-room-and-board program began with a suggestion expressed by a single individual. But the program works because of collaboration. Immediately we put together a team, one that included the dean of our School of Business and Public Affairs, who is an economist. In February the idea emerged; in May the program was in place—an unthinkable short higher-education timeline. The results of the policy have been flourishing enrollments, improved revenues, happy students and parents, and the attention of local media, the *Chronicle of Higher Education*, and *Time* magazine.

For Distributed Leadership to work, four conditions must exist: first, a culture of trust and mutual respect; second, well-informed team members who are themselves trained in leadership skills; and third, a context of clear values. Finally, Distributed Leadership demands that everyone pull his or her weight, instead of simply looking to the next person up the ladder. It requires a point person to carry through on tasks, and it can mean having to make some hard decisions. Without these conditions, Distributed Leadership breaks down. The rewards, however, are well worth the challenges.

Reminders

February in Washington: It's not too late to register for the February 15-16 State Coordinators' Conference in Washington, DC. The deadline is January 24. See materials mailed by OWHE in November for the agenda and registration information.

OWHE History: The Office of Women in Higher Education is compiling a history. If you have a historical anecdote, please send it by e-mail to Patrice Johnson, Patrice_Johnson@ace.nche.edu.

April in Virginia: "Thriving Not Just Surviving" is the theme of the Virginia Network's April 4, 2003 conference at Virginia Union University that focuses on issues facing women of color in higher education administration. Speakers include Dr. Marie McDemmond, President of Norfolk State University, Dr. Shirley Pippins, President of Thomas Nelson Community College and member of the Network Executive Board, and Dr. Belle Wheelan, Secretary of Education for the Commonwealth of Virginia. For further information, contact Pat Hyer, Virginia State Coordinator, at hyerp@vt.edu.



View from the Middle: A Quantity of Quality

*Donna Burns Phillips,
Associate Director, OWHE*

We are admonished from almost every corner that we must do more with less. I consider this particular cliché to be especially insidious, because unless we had too much to begin with, we can't do even the same with less. I fear, given the massive budget wounds being inflicted on institutions of higher education, this more with less notion will hit the state Networks hard. Our programs generally rely on discretionary monies for speaker fees, travel funds, publicity, planning events, and so forth. We require as much to do as much, and more to do more. Where that more is going to come from is the obvious question.

After reading all of the year-end State Coordinator's Reports, I am persuaded that this is the time to initiate a serious campaign to draw from our greatest undeveloped resource: the Institutional

Representative. Only eight states report having a representative from each of their institutions of higher education, and many planning committees do not include an IR. Although a few states have begun a process of systematizing their training of

IRs, more than 40 states have at least one college or university whose female faculty and administrators are cut off from the Network. Several of the women who attended the December Leadership Forum had never heard of the Network.

First, this figure means that the number of women academics out there whom we have no way to reach is enormous. If the number of women missing what we can offer is so great, the loss of their potential and talent is even greater.

Second, one cost- and time-effective way to provide leadership advice and training to a woman is on her own campus or on a campus within a driving distance of an hour or so.

Therefore, if we had Institutional Representatives on each campus, and we could train and motivate

them to provide at least some of the leadership development training to the women on that campus, we could widen our sphere without straining the budget.

Furthermore, in those geographical areas where a number of institutions are clustered, each IR could specialize in a particular area and bring a workshop to the nearby campuses. For example, if institutions L, M, N, and O are within 30 miles of one another, one representative might be able to teach budget processes, one develop a workshop on the culture shock of moving from faculty to administration, one offer career-mapping advice, and one discuss creative entrepreneurship. Four women, with only a small expenditure for mileage and perhaps a lunch, could reach forty or more. In addition to the learning experience that always comes with teaching, they would also reap both satisfaction and a resume entry.

I am in no way advocating the replacement of state or regional meetings and workshops. They provide the information, skills acquisition, perspectives, networking opportunities, and moral support so valuable to the emerging leader. Besides, they're fun. But in most states, they're only once a year. (As I wrote that, I could hear some of the State Coordinators out there saying, "Thank goodness.") And good and revitalizing and motivating and supportive as those sessions are, 364 days between nourishments is a long time to wait. Daily life intervenes. Momentum runs down. Intention ebbs

By tapping into this institutional wealth, this quantity of quality, we can give more and get more. At least that's how I see it, with my view from the middle.

And P.S. Need some tactics for recruiting and training? At the State Coordinators' Conference in February, Kristin Davidson and Teresa Gonzalez will present a small group session titled "Institutional Representatives: Identification and Preparation." See you there.

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Good News

Executive Board member Mary Kitterman has been named Vice President for Academic Affairs and Dean of the Faculty at Cottey College. For the past year she had held the title of Interim Vice President for Academic Affairs and Dean of the Faculty.



Executive Coaching Comes to Academia *Faith Gablenick, President, Pacific University*

Most of us entered higher education because we wanted "to make the world a better place." And yet, many of us find that our daily work life is consumed with ordinary tasks, political battles and financial constraints.

Our view of ourselves as transformational leaders dims as the unrelenting press of the present saps our energy and passion.

Women have traditionally tried to address this state of affairs by establishing supportive networks, seeking mentors and attempting in other ways to bal-

ance their lives outside the campus environment. And yet when it comes to vigorous leadership development and purposely creating ways to make a visionary leap in imagining what is possible for ourselves and/or our organizations,

we rarely take the time to identify someone with whom we can talk. This is where executive coaching, popular in the corporate workplace, may be useful.

Coaching helps people to declare a strong future and to articulate near-term and long-term actions to attain that future. Coaches guide people through a series of questions and inventories designed to clarify who they are and where they wish to be as effective leaders. Coaches work not only to assist in these declarative plans but then offer dispassionate feedback during various stages of the coaching program. The results can be to promote confidence and humility, ambition and risk-taking while clarifying a personal and professional vision. Coaches not only assist in developing problem-solving, they help the coachee to learn how to generate a variety of perspectives and to reframe organizational issues into a transformational rather than transactional context. Coaches emphasize that they are not therapists. While coaches will probe the past in terms of work patterns and beliefs, their emphasis is very much

on present issues and future goals, on being effective leaders and on being true to one's core values.

This type of approach is very important for women who aspire to broader levels of leadership or simply to become more effective in their current roles. Most of us experience some form of job isolation and receive very little honest feedback from those who evaluate us. Coaches help us to declare, establish and work to implement a successful career.

That's the good news! The confusing news is that coaching is the new buzzword from corporate America, replacing or connecting with mentoring, TQM, Time Management and Personal Training. A quick web search for executive coaching yielded a plethora of companies and materials offering hundreds of communications/management/leadership/coaching programs--most at hefty prices. An institution ready to make a commitment to one of its senior officers to hire a coach must be prepared to spend several thousands of dollars--not an easy choice in times of financial constraint.

For many of us who are good leaders, we find that we already do a great deal of informal coaching. We help our workforce to dream bigger dreams and to create plans to achieve them, as individuals and as departments or colleges.

But who supports us? Who helps us to divest of our old habits, to put away inhibiting myths, to imagine ourselves in a more creative, vibrant future?

Women leaders deserve to have a coach, as a source of support and a place to grow. To hire a coach is to affirm that one is passionately striving for excellence and not afraid to attain it. And institutions that believe in leadership development and succession planning could find that hiring a coach for their executive is one of the best investments they could make. That one transformational idea could indeed help our world to become a better place.

Coaching helps people to declare a strong future and to articulate near-term and long-term actions to attain that future.

Message from Claire Van Ummersen *continued from cover*

year. However, in contributing to segment projects we must not neglect our important unit responsibilities. We need to keep attention on the state networks, completing our task of finding good presidential sponsors for those states without them and continuing to firm up network foundations; to define the elements of each personal and professional development module for use, especially by newer state networks; to move our concept papers on "Life

Cycle Transitions for Presidents" and "Women in Science" to proposals at least for planning grants; to plan for a provosts' workshop; and to prepare for a unit review by an outside assessment team.

You can see that OWHE will be busy this coming year and my hope is that our productivity will translate successfully to advancement of our women leaders in higher education.



Policy Update: Title IX: It's Not Just About Gymnastics

Jeanne E. Miller and Carol Hollenshead (University of Michigan)

[Title IX] has been the means of increasing enrollments of women in higher education

Many Americans recognize "Title IX"—but what they recognize is a federal mandate allowing women the same opportunities in playing sports as are available to men. In fact, Title IX, passed in 1972, is a statute prohibiting any sex discrimination in education. Thus, Title IX's effects reach far beyond sports. It has been the means of increasing enrollments of women in higher education (to the point that women

now make up the majority of undergraduate students), of closing the gap between men's and women's financial aid packages, of changing the demographics of professional schools and the professions in America, and of fighting sex discrimination in all aspects of education from housing to sexual harassment of students.

In 1970, before Title IX was passed, 41% of college students were women; today women are the majority, at 57%. The changes in graduate and professional school enrollments have been even more dramatic: with many colleges maintaining quotas for women, only 14% of doctoral degrees were awarded to women in 1970; by 2000 the percentage had increased to over 40%.

Of significant interest is the change in women's participation in mathematics, engineering and the hard sciences. While women's enrollments and retention continue to lag behind those of men, and make up smaller and smaller percentages as we move up the academic ladder to more advanced degrees, the changes from the pre-Title IX era to the present have been dramatic. In 1971 women earned only 1.7% of mathematics masters degrees and a mere 0.4% of engineering degrees at the masters level. By 2000, those figures had changed to 21% of engineering masters degrees and 45%—nearly half—of the masters degrees in mathematics.

College degrees are not the only indicator of Title IX's influence on the increased participation of women in engineering, mathematics and the sciences both in education and in employment. Title IX also transformed the K-12 system, and its often rigid gender-based system of coursework. The days of required "shop" for boys and home economics for girls have disappeared. A girl interested in how car engines work can now take auto shop, begin repairing old cars, and start her journey to an engineering degree and a career in the automotive industry. Given that a woman with a degree in a non-traditional field may show lifetime earnings 150% of that earned by a woman with a degree in a traditionally female field, maintaining these opportunities for women is of utmost importance.

And then, of course, there are athletics. In addition to the personal, social and developmental advantages of participating in athletics, women athletes now have access to millions of scholarship dollars. The number of college women in competitive athletics is over 800% higher than pre-Title IX. Despite increased enrollments and participation, however, women athletes still receive only 43% of the athletic scholarship dollars.

We should certainly pause and celebrate Title IX's successes—but we also must remain vigilant. We have seen past advances yield to social forces, as when the percentage of women college students—47% in 1920—dropped to a mere 30% by 1950. We must continue to advocate for Title IX for its long range impact on individual women, their families, and American society.

See the Association of American Colleges and Universities' website (http://www.aacu.org/ocww/volume32_1/fromwhereisit.cfm) for more on Title IX.

For Your Reading List

Patricia Hyer, Virginia Polytechnic Institute and State University and State Coordinator for Virginia

Myerson, D.E., & Fletcher, J.K. (2000, January). A modest manifesto for shattering the glass ceiling. *Harvard Business Review*, 78, 127. Retrieved November 25, 2002, from Infotrac database.

The authors describe a strategy of "small wins" appropriate for current work environments characterized less by overt discriminatory treatment of women and more by ways of working and interacting that privilege men and male culture and disadvantage women. The article describes the experiences of several organizations, perplexed by their difficulty in recruiting and/or retaining women, that sought the

assistance of the authors to diagnose the causes and to help them improve. Each organization eventually identified everyday practices in their work environment that created unseen barriers for women.

The small-wins approach has a number of advantages. It helps organizations give a name to practices and assumptions that are so subtle they are rarely questioned. It combines changes in behavior with changes in understanding. Small wins have a way of snowballing; one small change begets another. And the approach routs out discrimination by fixing the organization, not the women who work for it.



Presidential Watch

In the July, 2002 NetworkNews we published a list of women presidents appointed since January 2002. We will continue to list appointments of women chancellors and presidents every six months. Here is the list for the second half of 2002:

Blackman, Sharon	Oakland Community College, Auburn Hill Campus
Brown, Carol	Waukesha County Technical College
Cordova, France A.	University of California at Riverside
DeLuca, Pat	Marycrest International University
Dickey, Nancy W.	Texas A&M University Health Center
Dorsey, Myrtle E.	Baton Rouge Community College
Epp, LaVerne	Bethel College
Fadde, Sr. R. Patricia	Immaculata College
Gallisath, Glenda K.	Central Community College at Columbus
Hall, Francine	St. Tanka/Huron University
Hatfield, Charlotte	Washington State Community College
Hill, Brenda Barnham	CEO of Claremont University Consortium
Holbrook, Karen	The Ohio State University
Lewis, Pamela	Queens College
Marsh, Martha A.	Stanford Hospital and Clinics
Meixell, Angela	Windward Community College
Miller, F. Ann	Weber State University
Nichols, Jane	University and Community College System of Nevada
Nora, Lois Margaret	Northeastern Ohio Universities College of Medicine
Owens, Kathleen Cieplak	Gwynedd-Mercy College
Reid-Wallace, Carolyn	Fisk University
Rooney, JoAnn	Spalding University
Ryan, Patricia	York County Technical College
Scott-Skillman, Thelma	Folsom Lake College
Sellick, Kathleen	Executive Director of University of Washington Medical Center
Sobek, Christine	Waubonsee Community College
Sweeney, Stacy L.	New England Institute of Art and Communication
Thomas, Dene Kay	Lewis-Clark State College
Thomas, Shelby	University of Southern Mississippi
Trauth, Denise	Southwest Texas State University

The percentage of women presidents has reached 21%

Source: *The Chronicle of Higher Education* as of 11/10/02

The American College President: 2002 Edition has just been published by ACE. The 2001 survey is the fifth periodic survey of college leaders since 1986. 2,594 responses were received from college presidents providing information on their backgrounds, career paths, and personal data. Here are a few of the results:

- the percentage of women presidents has reached 21.1%
- the percentage of minority presidents (male and female) has reached 12.8%
- women hold 27% of the presidencies for 2-year colleges, but only 13% of the presidencies at doctoral institutions
- the profile of women presidents differs from that of their male counterparts: their terms are shorter by more than a year; they are a year older; they are much less likely to be married, but if they are married, they are more likely to have a spouse who works outside the home.
- minority presidents are more likely to be women than are white presidents.



Answering the "Call" to Leadership and Preparing for Success *continued from cover*

states. There is only one event where all this comes together—the annual State Coordinators Leadership Conference. If you have answered the call to leadership of the network in your state, you must be at the conference in order to prepare for success in your role!

The ACE Network's association with the American Council on Education is powerful; therefore, the conference will open with a presentation on the vision of ACE and OWHE by Dr. Claire Van Ummersen, Vice President of OWHE. Following that, there will be a dialogue on inclusiveness and diversity between Dr. Georgia Lesh-Laurie, Chancellor at the University of Colorado-Denver and Chair of the ACE Commission on Women, and Dr. Shirley Pippins, President of Thomas Nelson Community College and a member of the ACE Network Executive Board.

Career mapping is a leadership development module that will be valuable for state networks to offer aspiring women at the state level. To help us understand this tool for career planning, we will participate in career mapping in interactive small group sessions led by outstanding leaders such as Dr. Theo Kalikow, President, University of Maine-Farmington, Dr. Gladys Brown, American Association of University Women, and members of the ACE Network Executive Board.

A Presidential Sponsor, State Coordinator, Institutional Representative, and an Executive Board member will discuss the structure of state networks and how each role contributes to the ultimate goal of getting women into the pipeline. A unique feature of this leadership conference will be small group sessions presented by outstanding state coordinators and executive board members. Topics for these sessions include "Emerging State Networks: What To Do," "Communication in a State Network through Electronic Newsletters, Listservs, and Websites," "Identification and Preparation of Institutional Representatives," and "Developing Leadership Forums."

Because each woman's leadership journey is unique, Dr. Frances Lucas-Toucher, President of Milsaps College, will share her story. Nancy Archer

Martin, Senior Vice President, Educational Management Network/Witt/Kieffer, will inform us of the search process, specifically as it should be carried out on college campuses. Several experts will discuss the reauthorization of the Higher Education Act to enable us to provide leadership in defending reauthorization at the state and campus level. The leadership modules being developed by OWHE and the ACE Network Executive Board will be presented at the closing luncheon.

We are invited to hear Dr. Donna Shalala, President of the University of Miami, as she delivers the opening speech for the ACE Annual Conference on Sunday afternoon. Finally, Dr. Betty Siegel, President of Kennesaw State University in Georgia, will speak at the OWHE Leadership Dinner on Sunday evening. Dr. Siegel has served as president of Kennesaw for 21 years, and this "coal miner's daughter" will have us laughing and crying within a few moments after she takes the podium as she shares her experiences in leadership.

There is no fee for the conference except for your travel to and lodging in Washington (which we are trying to help offset with travel grants). The cost for attending OWHE's annual women's leadership dinner is \$35.

But, I haven't even mentioned the BEST PART! You will have the opportunity to meet and talk with women from throughout the country who share your passion for advancing women and who face many of the same challenges you face. State coordinators from Hawaii, Alaska, and Puerto Rico will be there! State coordinators from the California, Utah, and New Mexico will be there! Women from the South, including the new state coordinators from North Carolina, Alabama, and Florida, will be there! You must be there as well! These women will become another network on which you can call for ideas, for support, and for help in advancing your own career!

As we have been called to leadership in service to other women in higher education, we must prepare for success. The 2003 State Coordinators Leadership Conference will prepare you to accomplish extraordinary things in your state network!

Warmest wishes for the new year from the *NetworkNews* Editorial Board. May 2003 be a year of growth and fulfillment for the ACE Network.

C. Edith Booker
Jane Crisler
Kristin Davidson
Cynthia Smith Forrest
Carol Hollenshead
Patricia Hyer
Donna Burns Phillips
Judith S. Prince
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Do you want to offer an article, report on an event, or ask a question? If so, contact Kristin Davidson, kdavidsn@sas.upenn.edu