

NetworkNews

ACE Network Executive Board

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Message from Judy Prince Chair, ACE Network Executive Board

Institutional Representatives (or Campus Liaisons) can be a powerful part of the structure of state networks of women in higher education. With Institutional Representatives on college campuses in each state, the ACE Network reaches from campuses across the country to statewide planning committees and state coordinators to national executive board members and to the ACE Office of Women in Higher Education. As the primary role of state networks is the identification of women for the leadership pipeline, Institutional Representatives assure that opportunities for leadership development extend to the "grass roots" level where women who have potential to enter the pipeline are accessible.

A significant role of the Institutional Representative is to communicate the values, beliefs, strategies, and programs of the ACE Network to faculty, staff, and administrators on the campus. Institutional Representatives can give life to the beliefs and commitments of the network, communicating to the campus a passion about advancement of women that will attract and inspire others. From the national to the campus level, a consistency of messages is essential for producing the change we want to bring in higher education.

One of the 25th anniversary publications for the ACE Network, *Breaking the Barriers: A Guidebook of Strategies* (ACE, 2002), includes institutional audits. Institutional Representatives can be the driving force for assuring that institutions participate in systematic evaluation of how the institution develops women leaders, promotes career advancement, creates and sustains a healthy workplace and campus climate for women, and develops mentoring programs. By using the institutional audit, Institutional Representatives can identify workplace climate issues, and they can work with campus leaders, other Institutional Representatives, or with the State Planning Committee to seek solutions to the problems. What more powerful role is there within the ACE Network than helping an institution embed an agenda for advancement of women "through every level and in all processes" of the institution?

An important role of the Institutional Representative is to work with the college or university president to secure funding for women to attend state, regional, or national leadership programs. She can bring younger women into the network by involving them directly in programs that sensitize them to current and emerging leadership issues. She can inform women in new leadership positions about the state network. As campus budgets are cut and travel money for professional development is reduced, Institutional Representatives can plan leadership development programs at the campus level.

Finally, Institutional Representatives become a resource as future members of state planning committees and as future state coordinators. Appointing Institutional Representatives, investing in preparation for their role, and keeping them motivated yields long-term dividends for a state network.

More than one Institutional Representative has become a college president! It is my strong belief that campus-wide leadership opportunities resulting from service as an Institutional Representative expands knowledge of leadership roles and functions, creates an understanding of why it is critical for women to accept leadership roles in higher education, and contributes to a passion for leadership in higher education. Tomorrow's women presidents are on our campuses today!

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

A good search process should be as important to an institution seeking quality leadership as it is to candidates who are searching for a position that will make best use of their talents and experience.

An institution should prepare for this process by reaffirming its mission and defining its goals and core values. Once done, the search committee, often with the assistance of a search firm, should develop position specifications that reflect institutional priorities, concerns and the parameters of the position for which the institution is searching. These careful preparations serve both the institution and the prospective candidate well. Such individuals should understand the expectations of the institution so that they can decide whether to pursue involvement in the search.

The potential candidate also needs to prepare for a successful search process. It is important to understand that there is a high demand for quality leadership and an insufficient supply of such talent. Begin preparation by defining your values and by determining whether your professional goals coincide with those of the institution. Senior administrative jobs are difficult and to do them well takes commitment and the desire to make a positive difference in the lives of others. A good match is crucial.

If you plan to enter the process, you will need to develop an appropriate cover letter and a current c.v. (Remember to use plain good quality paper.) An optimum length for the letter is two pages, Try not to begin paragraphs with the word "I" and limit the number of I's in the letter. Begin the letter itself by expressing your interest in the position but do not indicate that you are applying. Focus on the synergy of the mission and the value of the institution and how your talents and experience match. End your letter by raising a provocative question or posing an

insight into the institution's vision for the future. Ask for confidentiality.

Your curriculum vitae should be dynamic and contain your most important information in the first two pages. Make certain it is accurate.

Do not include references with your cover letter and c.v. but do have them ready. Select references carefully and be certain that you have asked permission to include them. Keep them informed and thank them when the search is concluded. Remember you may wish to use them again.

If you are invited for an interview, prepare. Make certain that you have all of the information you need ahead of time. Scan the institution's website. Learn all that you can. Map out responses to the top 10-15 questions most commonly asked by search committees. Do a mock interview if possible.

First interviews may be by phone; second interviews may be by videoconference or airport interviews. For phone interviews don't schedule anything for one hour before – relax. Before you answer, make sure you understand the questions asked. Take good notes. If you proceed to round two and it will be by videoconference, make certain that you dress appropriately. If you can manage it, practice the video link beforehand. You may be one of the successful candidates accorded a campus interview. If so, do your homework; make certain you are well rested; that your wardrobe is right; that your "deal breakers, if any, are known. Stay relaxed and enjoy meeting people.

After the interview and your return home, ask yourself if it is a good fit. Only you can decide. If not, what do you do? Get out fast! If it is a good fit, then prepare to negotiate a package. Begin the process by focusing on the institution's agenda, goals and timelines. Agree on performance goals and a transition plan. Then discuss the tools you will need to succeed. Last, negotiate salary and benefits.

One final word: Take a vacation before you start a new position! Good Luck!

Interested in learning more? Dr. Claire Van Ummesen recommends the following resource: *The Well Informed Candidate* by Robert Atwell, Madeleine Green, Marlene Ross; ACE publication # 309179. If you are entering a search, (VP, Provost, President), then you may want to consider attending an ACE Leadership Forum. See more in this issue of NetworkNews!

President's Perspective Georgia Lesh-Laurie, President, University of Colorado at Denver and Chair, ACE Commission on Women

As more and more women move into roles of increasing leadership responsibility on their campuses, with these positions come additional accountability. One must continue to grow intellectually as one moves upward. One of the items that campus leaders are consistently harangued about is their hesitancy, or probably mostly their reluctance, to speak out on issues of interest to the public at large. One such issue is addressed in this newsletter, and that is the use of affirmative action in higher education admissions.

Quite clearly, the literature that I have reviewed says that students learn "better" and "more" when studying in a diverse environment. For that reason colleges must defend their use of affirmative action measures in admissions. Initially colleges must ascertain that their affirmative action decisions are based on legally acceptable data. But once this has been determined, the leadership members of the community must defend these actions, irrespective of how unpopular they may be.

If higher education does not establish and maintain affirmative action principles, how will the United States become the nation of all of our dreams? At the University of Colorado at Denver our undergraduate population is currently 27% ethnic minorities, which contributes to an amazingly rich, culturally-diverse learning environment that we maintain on our campus.

State Coordinator's Perspective C. Edith Booker, Morgan State University and member, Executive Board of the ACE Network, and Linda Milstein, Brookdale Community College and state coordinator for New Jersey

Attending an ACE/OWHE Leadership Forum is a wonderful opportunity. Attending as a state coordinator is a special experience, for it enables you to understand how the vision of identifying, developing, promoting and supporting women (IDAs) in higher education is facilitated. As a current and former state coordinator, respectively, Linda Milstein and I can attest to the many personal and professional benefits afforded by this experience.

During three days of very intensive workshops from June 5 – 7, a group of twenty women administrators, primarily deans and vice presidents, learned about being a president and a presidential candidate. The first day included sessions on the roles and responsibilities of presidents of institutions of higher education, which included strategic planning, crisis management, dealing with the press, and personnel and board issues. During the second day, the participants were guided through the pursuit of a presidency, from cultivating opportunities for developing appropriate skills and experiences, to applying for positions and taking control of the search process. The active participation of OWHE staff, five presidents, and several search consultants translated theory into specific, real-world experiences. Throughout, there were opportunities to learn from each other as well as from the presenters, not only collectively, but individually.

Linda's goals in attending the Forum were to return to the state of New Jersey with a better understanding of how the national office could work with her board to promote the ACE Network's mission and provide ideas for strengthening the board and the statewide activities. As a new state coordinator, she wanted to clarify some of the points in the State Coordinator's Handbook. She spoke with Claire Van Ummersen about presidential searches and how we can influence the process, and about presidential sponsors. She also learned why male presidents can be valuable supporters of ACE Network boards. She discovered what other states are doing from participants who are, or have been, coordinators in other

parts of the country, and received a great deal of valuable information that can be the basis for local workshops and events.

My goals for attending the Forum were more personal. Although I am a member of the Executive Board of the ACE Network and a member of the Maryland State Planning Board, I was seeking a more critical review of my curriculum vitae and strategies for seeking the position that I wished to pursue. As such, I benefited from the sharing of our aspirations and the assessments from the search consultants and fellow participants.

The Forum was not only a wonderful experience, but a model for providing assistance to women seeking higher level positions within or outside their institutions. Linda and I have met with our state boards and shared our Forum experiences. With six vacant presidencies in New Jersey, Linda and her board discussed several ideas for influencing the process and outcomes of those presidential searches. In Maryland, we discussed the importance of having the IDAs as the focus of our various activities. As a result, the Forum participants have been greatly enhanced by a greater appreciation of their own experiences, expertise and aspirations, as well as the network of resources that each has obtained as a result of this opportunity.

Editor's note: The next Leadership Forum is scheduled for December 4-6, 2002. Nominations, including self-nominations, should be sent to Deborah Ingram Allen at deborah_allen@ace.nche.edu.

Policy Update – reproduced from ACE President David Ward's President to President e-mail message of 6/21/02

Under the Clinton Administration's 1998 welfare reform, the ability of welfare recipients to pursue education is sharply limited. In the recent effort to reauthorize this law, educational options could be either expanded or limited further.

The House of Representatives has already passed the Temporary Assistance for Needy Families (TANF) Act, H.R. 4737, which closely parallels the Bush administration's proposal for welfare reform. This bill would go beyond current law to impose even stricter work requirements on welfare recipients, making it more difficult to participate in postsecondary and vocational education.

Multiple welfare reform bills are currently circulating in the Senate, with the Senate Finance Committee expected to mark up a reauthorization measure as early as next week.

The higher education community seeks to expand the education component of the program. I have sent several letters to Members of Congress, and have made the following recommendations on behalf of the higher education community:

- * Allow at least 24 months of education and/or training to be counted as an approved work activity;
- * Include all higher education programs, not just vocational training as at present, in the list of education activities that can count towards a recipient's work requirement;
- * Eliminate the cap on the percentage of a state's welfare recipients who are able to participate in educational activities; and
- * Do not count time spent on education and training against lifetime or consecutive benefit time limits.

By now you should have received a letter from the major presidential associations, urging you to contact your respective senators and voice support for provisions that expand educational opportunity for TANF recipients. We believe there is an opportunity to shape the Senate bill to expand educational opportunities but college and university leaders in local communities need to be heard on the importance of this issue.

Policy News Flash from NetworkNews Editors:

On Wednesday, June 26, the Senate Finance Committee passed out of committee legislation that would reauthorize the Temporary Assistance to Needy Families program. This welfare legislation will go before the full Senate for debate and voting some time in the next few weeks.

Please take a moment to call your Senators and ask them to support legislation in the full Senate that will meet all of the goals of the higher education community. Simply call the Congressional switchboard at 202-224-3121. Ask to be connected to your Senator's office and ask to speak with his/her Legislative Director.

Dear Ida

This month, Ida poses a question to you and asks for you to respond to
HYPERLINK "mailto:kdavidsn@sas.upenn.edu"

kdavidsn@sas.upenn.edu

so that our September column can include a variety of solutions from around the country:

Dear State Coordinator:

There are intense economic challenges at institutions around the country. How is your state network adapting to the current situation? What are you doing to maintain and build your network during these times? Let us learn about your strategies, so they can be shared with other states to strengthen the ACE Network across the country.

Sincerely,

Ida

Presidential Watch

A new feature of NetworkNews! Throughout the year, we'll let you know which women have been appointed as presidents at colleges and universities throughout the nation. We'll be drawing from notices in The Chronicle of Higher Education and other sources including state coordinators. Send email notices of women appointed to presidential positions in your state to:patrice_johnson@ace.nche.edu.

Newly Appointed Women Presidents

Sources: from Chronicle of Higher Education, January 2002 to present; bulletins; state coordinators

Janelle C. Ashley, Worcester State College (MA)
Nora Kizer Bell, President, Hollins University (VA)
Rose Bellanca, President, St. Clair County Community College (MI)
Jennifer L. Braaten, President, Ferrum College (VA)
Zoila. Clara Brennan, President, St. Augustine College (IL)
Sharon S. Caballero, President, New Mexico Highlands University (NM)
Cecilia Y. M. Cervantes, President, College of Alameda (CA)
Christine Chairsell, Acting President, Nevada State College at Henderson (NV)
Rebecca S. Chopp, President, Colgate University (NY)
Carol Tecla Christ, President, Smith College (MA)
Martha Church, Interim President, Illinois College (IL)
Mary Clancy, President, Burlington College (VT)
Sally Clausen, President, University of Louisiana System (LA)
Johnnetta Cole, President, Bennett College (NC)
Mary Sue Coleman, President, University of Michigan system (MI)
Martha Ellis, President, Lee College (TX)
Diane Engelhardt, President, DeVry Institute of Technology (NY)
Sister R. Patricia Fadden, President, Immaculata College (PA)
Carol Z. Garrison, Acting President, University of Louisville (KY)
Mary K. Grant, President, Massachusetts College of Liberal Arts (MA)
Karen I. Halbersleben, President, Northland College (IA)
Elaine Tuttle Hansen, President, Bates College (ME)

Ann Weaver Hart, President of University of New Hampshire (NH)
Maria Hesse, President, Chandler-Gilbert Community College
Beverly Hogan, President, Tougaloo College
Barbara Hurley, President, DeVry University--Fort Washington (PA)
Claudia Limbert, President, Mississippi University for Women (MO)
Dana Mohler-Faria, President, Bridgewater State College (MA)
Patricia Lewis Poteat, President, Bethany College (WV)
Sandra Patterson-Randles, Chancellor, Indiana University Southeast (IN)
Una Mae Reck, Chancellor, Indiana University at South Bend (IN)
Barbara Roberts, Interim President, Northwest Indian College (WA)
Pamela Shockley, Chancellor, University of Colorado at Colorado Springs (CO)
Beverly Daniel Tatum, President, Spelman College (GA)
Thelma B. Thompson, President, University of Maryland Eastern Shore (MD)
Barbara Veazey, President, Paducah Community College (KY)

News Flash! Newsweek reports on the growth in women presidents and the recent OWHE women presidents' summit in its 7/1/02 edition (see A New Generation of Women College Presidents).

Other Good News

Executive Board member Mary Kitterman has accepted a two-year appointment as Interim Vice President for Academic Affairs and Dean of Faculty at Cottey College. Cottey is a two-year college for women located in Nevada, MO. It has the distinction of being a college founded by a woman and supported by women. The founder, Virginia Alice Cottey, was inspired by Mary Lyons and the story of Mt. Holyoke and opened the doors of the college along with her sisters in 1884. In 1927, she gave the college to the PEO sisterhood (which was founded in 1869 by seven women in order to support women's education). Cottey has the generous financial support of women from all over the country.

Comments? Ideas for future issues? An answer for Ida? Contact Kristin Davidson:

<mailto:kdavidsn@sas.upenn.edu>